Malaysian Independent Chinese Secondary School Textbook

ENGLISH

Junior Middle 3



Unified Curriculum Committee
Malaysian Independent Chinese Secondary School Working Committee (MICSS)

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Suitable for Junior Middle Level

English Junior Middle 3
(Revised)

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Preface

1. The contents of the *English Junior Middle* series follow closely the Unified Curriculum prepared by the Curriculum Department of the United Chinese School Committees' Association of Malaysia (Dong Zong).

2. The series are specially written for the students of Malaysian Independent Chinese Secondary Schools (MICSS). There are 3 books in the series, which are written for Junior Middle 1, 2 and 3 students.

3. Each book is divided into 12 units: 10 units of the lessons are theme-based and 2 units are reviews. Each unit (except Units 6 and 12) consists of 7 sections: listening, speaking, reading, writing, language, sound system and enrichment.

   - **Listening.** The listening materials contain examples of formal and informal English. The exercises are progressively controlled in length and difficulty.

   - **Speaking.** A variety of oral practices are provided to ensure motivating and enjoyable lessons. These activities include role-plays, conversations and discussions.

   - **Reading.** Each unit includes a reading passage. Various comprehension exercises are set on each reading passage. The use of illustrations helps to stimulate students' interest and provides a visual context to enhance students' understanding.

   - **Writing.** The exercises in this section enable students to write coherently and cohesively about the issues and topics found in each unit. Writing exercises are varied and various writing skills, such as giving directions, personal description etc. can be developed. Besides that, summary writing activities are also included in this section so as to expose students to summarising skills.

- **Language.** The grammar exercises have been carefully planned to ensure that every item of the syllabus is covered. Various types of exercises are provided for the students to practise and enhance their language skills.

- **Sound System.** Every unit includes a pronunciation practice to help students differentiate between vowels and consonants and speak with proper stress and intonation.

- **Enrichment.** This section focuses on the words and expressions for students at this level.

4. The series are tailored for the weekly 6 times 40-minute lessons. However, teachers are encouraged to adapt or add to the activities in the textbooks based on the teaching-learning context.

5. Each of the series contains an audio CD for listening activities.

6. A Teacher's Guide is available for each of the series.

7. We welcome any feedback from teachers and readers in helping to improve future editions of the series.

Contents

Unit/Topic	Listening	Speaking	Reading
Unit 1 **Festivals** *1-18*	• Sharing of opinions about different festivals • Describing festivals in your country	• Asking for and providing specific information • Describing festivals	Festivals
Unit 2 **Computers** *19-36*	• Two people talking about computers • A discussion on computer hackers	• Discussing the computer and its contributions to the modern world • Expressing opinions	Computer
Unit 3 **Community Service** *37-58*	• A volunteer sharing his experience in doing community service • Talking about the community services available in your country	• Talking about experiences in community service • Giving opinions • Giving specific information	Community Service
Unit 4 **Wildlife Conservation** *59-80*	• A talk on wildlife conservation • A discussion on wildlife conservation projects being carried out in your country	• Talking about wildlife conservation and its importance • Asking for and providing specific information • Expressing opinion	Wildlife Conservation
Unit 5 **Poems** *81-98*	• Poems recital • An interview with a poet	• Discussing simple poems • Discussing images in poems	Poem
Unit 6 **Review** *99-108*	—	Review	—
Unit 7 **Societies and Clubs** *109-126*	• A conversation about societies and clubs • A talk on the benefits of co-curricular activities	• Talking about societies and clubs • Expressing likes and dislikes	Societies and Clubs: History of the International Red Cross and Its Work Today

Language	Writing	Sound System	Enrichment
Articles	• Writing an informal letter to a friend • Summary Writing	• /u:/ and /ʊə/ Sounds • Intonation: Contradicting	Compound Words
Sentences, Clauses and Phrases	• Writing an essay about the advantages and disadvantages using computer • Summary Writing	• /eɪ/ and /aɪ/ Sounds • Intonation: Expressing Certainty or Doubt	Tongue Twisters
- Noun, Adjectival and Adverbial Phrases - Noun, Adjectival and Adverbial Clauses	• Writing an essay about the benefits of community service • Summary Writing	• /eɪ/, /aɪ/ and /ɔɪ/ Sounds • Intonation: Expressing Certainty and Surprise Using 'Must' and 'Can't'	Comics
- The Active and Passive Voice - Direct and Indirect speech	• Writing an essay about the importance of wildlife conservation • Summary Writing	• /ʊ/ and /u:/ Sounds • Stress Patterns (Sentences)	Hangman
The Present Perfect Continuous Tense	• Writing a simple poem • Sharing the poem in class • Summary Writing	• /n/ and /ŋ/ Sounds • Intonation: Asking Factual Questions	Newspaper In Education
Review	Review	—	—
The Past Perfect Continuous Tense	• Outlining and writing an essay on the benefits of co-curricular activities • Summary Writing	• /aʊ/ and /əʊ/ Sounds • Stress Patterns (Sentences)	British and American English

Unit/Topic	Listening	Speaking	Reading
Unit 8 **Architecture** *127-146*	• An interview with an architect about his works • Talking about the significant buildings in your country	• Discussing the cultural influences on buildings • Describing buildings	Architecture
Unit 9 **Tourism** *147-166*	• A conversation on types of tourism in Malaysia • A tour guide talking about his profession and experience.	• Talking about famous tourist destinations around the world • Describing places	Tourism
Unit 10 **Superstitions** *167-184*	• A dialogue on beliefs and superstitions in different countries • Two people telling superstitious stories	• Expressing comparison and contrast of different beliefs and superstitions • Expressing doubt	Superstitions
Unit 11 **Part-time Jobs** *185-204*	• An interview between a manager and an applicant for a part-time job • A newspaper report on students' working part-time	• Talking about working part-time • Expressing dissatisfaction / To complain	Part-time Jobs
Unit 12 **Review** *205-212*	—	Review	—
CD Script *i-xviii*			

Language	Writing	Sound System	Enrichment
Conjunctions: and, but, or, both…and, either…or, neither…nor, not only…but (also)	• Describing a building • Summary Writing	• /ɪə/ and /eə/ Sounds • Intonation: Making Questions out of Statements	Suffixes and Prefixes
Modal Verbs	• Writing an essay about places of interest • Summary Writing	• /θ/ and /ð/ Sounds • Intonation: Showing Contrast	Contrary Proverbs and Proverb Humour
'If' Clauses	• Writing a story based on superstitions • Summary Writing	• /v/ and /w/ Sounds • Intonation with Stress	Common Errors in English
• Prepositions • Phrasal Verbs	• Writing an application letter for a part-time job • Summary Writing	• /ʒ/ Sound • Intonation: Responding to Requests or Questions	Prepositions: Phrasal Verbs
Review	Review	—	—

Unit 1 Festivals

- Celebrations of Festivals
- Articles
- /ʊː/ and /ʊə/ Sounds
- Intonation: Contradicting
- Compound Words



What are the festivals celebrated in your country?
How do you celebrate these festivals?

Listening

A 1. *Wen Han, Daud and Frank are talking about different festivals. Listen to their conversation.*

2. *Listen to the conversation again and then fill in the speech bubbles below with the help of a friend.*

Chinese New Year

- Frank often sees (1) ______________________________.
- They are members of (2) ______________________.
- They are going to (3) ______________________________.



Thanksgiving Day

- This day is a (8) ______________ in (9) ______________.
- On this day, people (10) ______________________.
- It's a tradition to (11) ______________________________.

Hari Raya Puasa

- This festival is celebrated by (4) ______________________.
- They have to (5) ______________________.
- They need (6) ______________ and (7) ______________ to be able to do it.





Know your facts

Festivals like **Hari Raya**, **Christmas** and **Deepavali** are religious events. However, there are also festivals which are not religiously related, such as the **Cannes Film Festival** or the **Rainforest World Music Festival** in Sarawak.

B 1. *Listen to the descriptions of the different celebrations given by Su Yee, Najendran and Nanako.*

2. *Listen to the descriptions again and fill in the blanks with suitable words.*

Description A

Su Yee is excited because (1) ______________ is coming soon. She helps her mother to (2) ______________ such as love letters and (3) ______________. Last week, she also went shopping with her family and (4) ______________ because red signifies prosperity. She likes to (5) ______________ because she believes the more 'ang pows' she receives, the more (6) ______________.

Description B

Nanjendran and his family (7) ______________ Ponggal. Ponggal is a festival celebrated by (8) ______________. The festival is celebrated (9) ______________ for a good harvest. They will prepare (10) ______________ for the festival. The rice is mixed with (11) ______________ and then cooked in a clay pot (12) ______________. Najendran and his family members will gather around the pot in a circle and wait for the milk in the pot (13) ______________. He likes to celebrate Ponggal because he gets to (14) ______________.

Description C

Nanako is a Japanese and she celebrates the (15) ______________. This festival falls in the month of August. The Japanese celebrate this festival in memory of (16) ______________. They dance the 'Bon Odori' which actually means the 'Bon' dance in Japanese. During the 'Bon' week, they wear their Yukata, which is their (17) ______________ and gather on the field to dance to Japanese (18) ______________.

Speaking

A *Expressions*

Asking for and Providing Specific Information

What	kind of festival do you do	do you celebrate? during ____________________?
When	is	____________________ celebrated?
	do you	celebrate ____________________?
	will	you visit your ____________________? you go to ____________________?

I My family and I	celebrate	____________________.
	visit	friends and ____________________.
	bake	cookies and ____________________.
	will	visit friends ____________________. go to the ____________________ later.

TIPS

To add additional information, you may use these words.

- **too** – Janet likes reading. She likes travelling **too**.
- **also** – Ali has been to Japan. He has **also** visited Korea.
- **as well** – My friends are coming to my house. My teacher will visit me **as well**.

B *Read and understand the description below.*

Description

Hello, I am Gurnawan. Like everyone living in Bali, Indonesia, I celebrate the Galungan festival. The Galungan festival is a celebration of good over evil and it is the most important festival in Bali. During the festival, we put towering bamboo poles outside our house gates. Festive dishes like rice cakes are prepared a day before Galungan. On Galungan, Balinese will dress in their most exquisite traditional costumes and give offerings and prayers.

C. Choose any of the pictures below and describe the festival with the help of the clues given. You may refer to the description on page 4.



- Wesak Day
- Buddhists
- The Bathing Buddha ceremony
- Offerings and Prayers at temples



- Hari Raya Qurban
- Muslims
- Pilgrimage to Mecca
- Sacrifice cows



- Deepavali
- Hindus
- Festival of Lights
- Prayers



- Mid Autumn Festival
- Moon cakes
- Lantern
- The 8th Month of Chinese Lunar Calendar



- Thaipusam
- Procession to temples
- Milk offerings
- Batu Caves



- Christmas
- Christians
- Birth of Jesus Christ
- Church

Discussion

If you could create your very own imaginary festival, what kind of festival would you create and how would the festival be celebrated? Discuss with your partner and present your ideas to the class.

Reading

A *Read the following letter.*

5-2-1, Ginza Chuo-ku,
Tokyo 170-3293.

20 September 20__

Dear Kar Poh,

Hi! I hope that you and your family are in the pink of health. In your recent letter, you asked me to share with you some festivals celebrated in Japan. Well, let me tell you about one of the festivals (or 'matsuri' in Japanese) celebrated here.

'Shogatsu' (Japanese New Year) is the most important and ***elaborate*** festival. 'Shogatsu' is celebrated between the 1st and 3rd of January annually. Preparations start on 13 December. We clean our homes thoroughly. 'Shimenawa' (a ***sacred*** rope of straw) with ***dangling*** 'shide' (white paper strips) is hung over our front door to prevent the evil spirits from entering our house and to show the presence of 'toshigami' (our ***deity*** of the forthcoming year). Furthermore, 'osechi' (food in trays) are bought and prepared. These preparations are done to welcome 'toshigami' to our homes. You might wonder why we prepare 'osechi'. Well, 'osechi' is a must as this traditional food comes in different lucky colours, shapes and auspicious names. We hope that 'osechi' will bring good ***tidings*** to our life throughout the year. We also keep vigil and eat soba noodles at midnight. Do you have a similar practice during your new year?



'Shogatsu' is celebrated with family gatherings and visits to Buddhist temples or Shinto shrines. Nevertheless, we usually spend the first day with our family members. On the second and third days, we visit our relatives and friends. The streets are filled with 'matsuri' stalls selling souvenirs and food such as 'taroyaki', and games like goldfish scooping, sumo matches and other forms of entertainment are often held. We also play games such as 'tako age' (kite flying), 'komamawashi' (spinning tops) and 'karuta' (a card game) to bring good luck for the year. Apart from exchanging greeting cards, 'otoshidama' (special allowance) is given to children. When I was younger, this was my favourite moment because I could collect a lot of money.

Well, I need to pen off now. I hope that one day you can visit and celebrate 'Shogatsu' with me. Write to me soon and tell me more about your Malaysian festivals. Take care and 'sayonara'!

Your friend,
Moriyama

Vocabulary Check

shrines – a place of worship
pen off – stop writing
'sayonara' – Japanese word for 'goodbye'

B *The following words are found in the passage. Match the words in **Column A** with their meanings in **Column B**.*

Column A			Column B
1. elaborate	*	*	hanging
2. sacred	*	*	holy places that people go to pray
3. dangling	*	*	detailed
4. deity	*	*	news
5. tidings	*	*	holy
6. shrines	*	*	god or goddess

C Fill in the blanks with the correct words from ***Column A*** *in* ***Exercise B****.*

1. She likes to wear ______________ earrings.

2. When they were in India, they visited some ancient Hindu ______________.

3. The project involves a very ____________ process, so we may not be able to complete it on time.

4. Certain animals were considered ______________ by some tribes in the past. They actually prayed to these animals.

5. The family experienced a string of bad luck last year. As the new year was approaching, they hoped it would bring them good ______________.

6. All of them gave some offerings to their ______________ at the temple yesterday.

D For each statement below, write 'T' if the statement is true and 'F' if it is false.

1. The main reason Moriyama wrote the letter is to ask Kar Poh to tell him about the festivals in Malaysia. ☐

2. 'Shogatsu' is a type of Japanese noodles ☐

3. The Japanese usually start the new year preparation on 13 December. ☐

4. 'Taroyaki' is a must for every Japanese household during 'Shogatsu'. ☐

5. The Japanese will usually spend the first day of the year with their family members. ☐

6. Moriyama's favourite moment of 'Shogatsu' was receiving 'otoshidama'. ☐

E *Circle the best answer from the options provided.*

1. What does the phrase 'in the pink of health' in paragraph 1 mean?
   A the colour of health
   B the worst of health
   C the best of health
   D the joy of health

2. When is 'Shogatsu' celebrated?
   A 13 December
   B 20 September
   C 20 September to 13 January
   D 1 to 3 January

3. Why do the Japanese hang 'shimenawa' with dangling 'shide' over their front door?
   A to ward off evil spirits from entering their houses
   B to show that 'toshigami' is absent from their homes
   C to decorate their houses beautifully to welcome the new year
   D to prevent any spirit from leaving their houses

4. What do the Japanese eat to bring good luck to them during the new year?
   A soba noodles
   B 'osechi'
   C sushi
   D wasabi

5. Which of the following is **NOT** done by the Japanese during 'Shogatsu'?
   A exchange gifts and food among them
   B visit Buddhist temples or Shinto shrines
   C visit their family members, relatives and friends
   D exchange greeting cards among them

6. Which of the following pairs of words are correct?
   A 'karuta' - spinning tops
   B 'taroyaki' - a card game
   C 'tako age' - kite flying
   D 'komamawashi' - a type of food

Language

Articles

There are two types of articles

- Indefinite article
- Definite article

Indefinite Article (a, an)

We use '**a**' and '**an**' to refer to one person, thing or animal.

a) **I** saw **a** boy outside my house.
b) My teacher has **a** dog.
c) I would like to buy **an** envelope.

- '**A**' is used for words beginning with a consonant *sound*.

  Examples:

  a cat, a book, a chair, a girl

- '**An**' is used for words beginning with a vowel *sound*.

  Examples:

  an egg, an ant, an umbrella, an elephant

Therefore, we use '**an**' if the word begins with a consonant but has a vowel sound.

Examples:

* His father is **an** honest man.
* The lady has been waiting for a bus for **an** hour.

Meanwhile, we use '**a**' if the word begins with a vowel but has a consonant sound.

Examples:

* My sister is studying in **a** university.
* Jenny married **a** European man.

Definite Article (the)

There are many reasons why we use the article 'the':

a. to refer to a specific person, thing or animal.

Examples:

* Please pass me a plate. (Any plate.)
* Please pass me the plate. (The plate that both the speaker and listener can see.)

b. to refer to something or someone that you have mentioned earlier.

Examples:

* I have a bird. The bird is blue in colour.
* There's a shop next to my house. The shop is huge.

c. to refer to superlatives.

Examples:

* Man Long is the tallest boy in school.
* That is the largest building I have seen.

d. to refer to a unique entity (and when there is only one of it).

Examples:

* The sun is shining brightly.
* Look at the moon!

Exercise 1

*Put '**a**' and '**an**' when necessary.*

1. There is ______ monkey on that tree. The monkey is eating ______ banana.
2. Nithiya has ______ uncle who works as ______ policeman.
3. Yesterday I received ______ letter from my cousin. She also sent me ______ greeting card.
4. We saw ______ light coming from the kitchen.
5. The doctor gave Peter ______ injection to make him feel better.
6. Kim Peng wants to be ______ engineer when he grows up.
7. ______ new student has just joined the Computer Club.
8. "I have never seen ______ unicorn", says Sally.
9. He eats ______ apple for breakfast every day.
10. My father bought me ______ bicycle for my birthday.

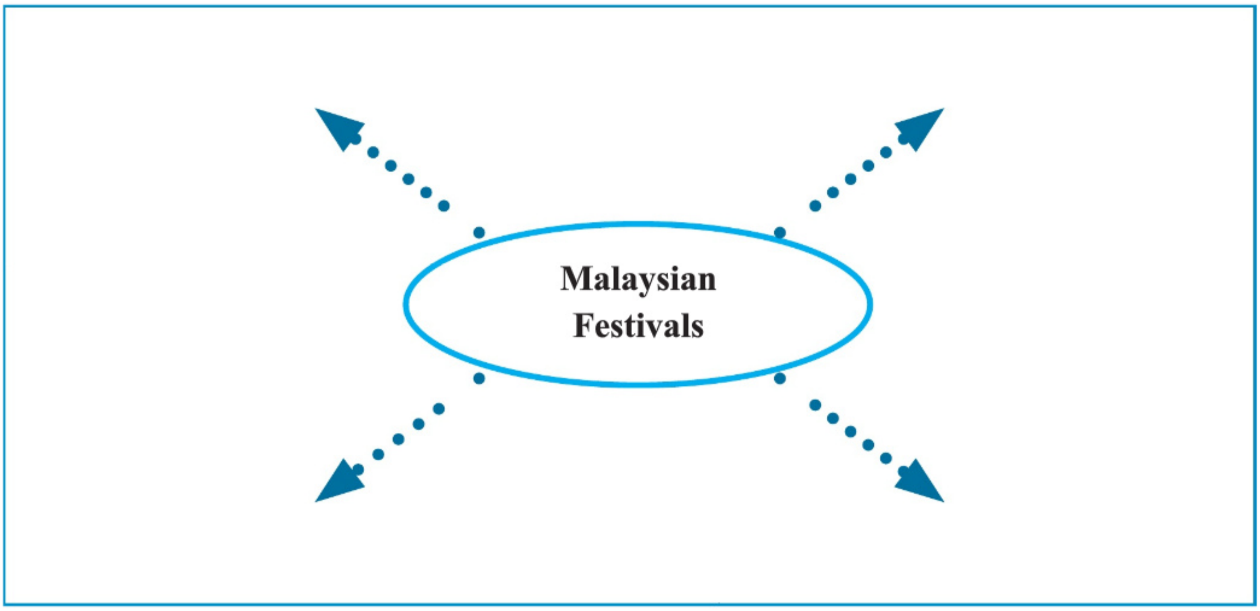
Exercise 2

*Put '**a**', '**an**' or '**the**' when necessary.*

1. We were at ______ park when we saw ______ bear.
2. ______ richest girl in our school is also ______ youngest.
3. My father told us not to point at ______ moon.
4. ______ rain was so heavy that even ______ huge umbrella I brought to school could not keep me dry.
5. Gopal was ______ first person to complete his work.
6. I will be going to ______ Kuala Lumpur Convention Centre today as there is ______ auction there.
7. Sheila always treasured ______ necklace her mother gave her.
8. We witnessed ______ accident outside ______ school yesterday.
9. I helped ______ girl yesterday. She fell into ______ drain on the way to school.
10. ______ wind was so strong that ______ tree was uprooted.

Writing

A What are the festivals that Malaysians celebrate? How are they celebrated? Discuss with your partner. You may like to use the following mind map to generate your ideas.



B Imagine you are Kar Poh. Write a letter to reply to Moriyama about one of the festivals above. Your letter should be about 100 words.

Use the address below.

30, Jalan Alam Damai 4/2A,
Taman Alam Damai,
Cheras,
56100 Kuala Lumpur.

WRITING TIPS

You may use the following questions to help you write the letter:

- What is the festival that you celebrate?
- When is it usually celebrated?
- Why is it celebrated?
- How do you celebrate it?
- What are some of the do's and don'ts when preparing for the festival?

Summary

Read the passage on pages 6-7 again and write a summary on ***how 'Shogatsu' is celebrated in Japan****.*

Your summary must:

- **not be more than 60 words**.
- be in **continuous writing** (prose form).
- be written in **one** paragraph.

Use your own words as far as possible without changing its original meaning.

Use the following points in your summary:

- hang 'shimenawa' with dangling 'shide' over front door
- prepare 'Osechi' for good tidings
- keep vigil and eat soba noodles at midnight
- spend with their family members and visit relatives and friends
- set up 'masturi stalls and hold games
- exchange greeting cards and give 'otoshidama' to children

Sound System

/ u: / and / ʊə / Sounds

/**u:**/	/**ʊə**/
bl**ue**	bl**uer**
queue	c**ure**
d**o**	d**our**
n**ew**	n**ewer**
p**ew**	p**ure**
p**oo**h	p**oor**
sh**oe**	s**ure**
tr**ue**	tr**uer**
t**oo**	t**our**

A *Repeat the above words after your teacher. Listen for the difference between the /u:/ and the /ʊə/ sounds.*

B *Practise saying these sentences with your teacher. Can you tell the /u:/ sound from the /ʊə/ sound?*

1. We are going on a Tower tour.
2. You’re too poor to buy that jewel.
3. Where are you going tomorrow?
4. The telephone pole has a hole in it.
5. Joan is going to the grocer’s after having a bath.

Intonation: Contradicting

When we contradict someone, we use the same sentence structures as when we answer 'yes-no' questions. However, the **contradicting statement** has a **rising tone** at the end.

He can't come.	Yes, he can.
I think it was red.	No, it wasn't.

There is no pause after the 'yes' or 'no' in the contradicting statement.

Now, listen to your teacher say the statements in the brackets. You will then say the contradicting statements with the correct intonation. (Note: The places where the tone changes are marked by a dot.)

1.	(It's not here.)	Yes, it is.
2.	(She must have burnt it.)	No, she didn't.
3.	(I could have done it.)	No, you couldn't.
4.	(You're not quick enough.)	Yes, I am.
5.	(That won't help you.)	Yes, it will.
6.	(He knows already.)	No, he doesn't.
7.	(She will lend me her car.)	No, she won't.
8.	(We didn't go.)	Yes, you did.
9.	(They're not ready.)	Yes, they are.
10.	(You were told about it.)	No, we weren't.

Enrichment

Compound Words

*Match each word in **Column A** with a word in **Column B** to form a compound word.*

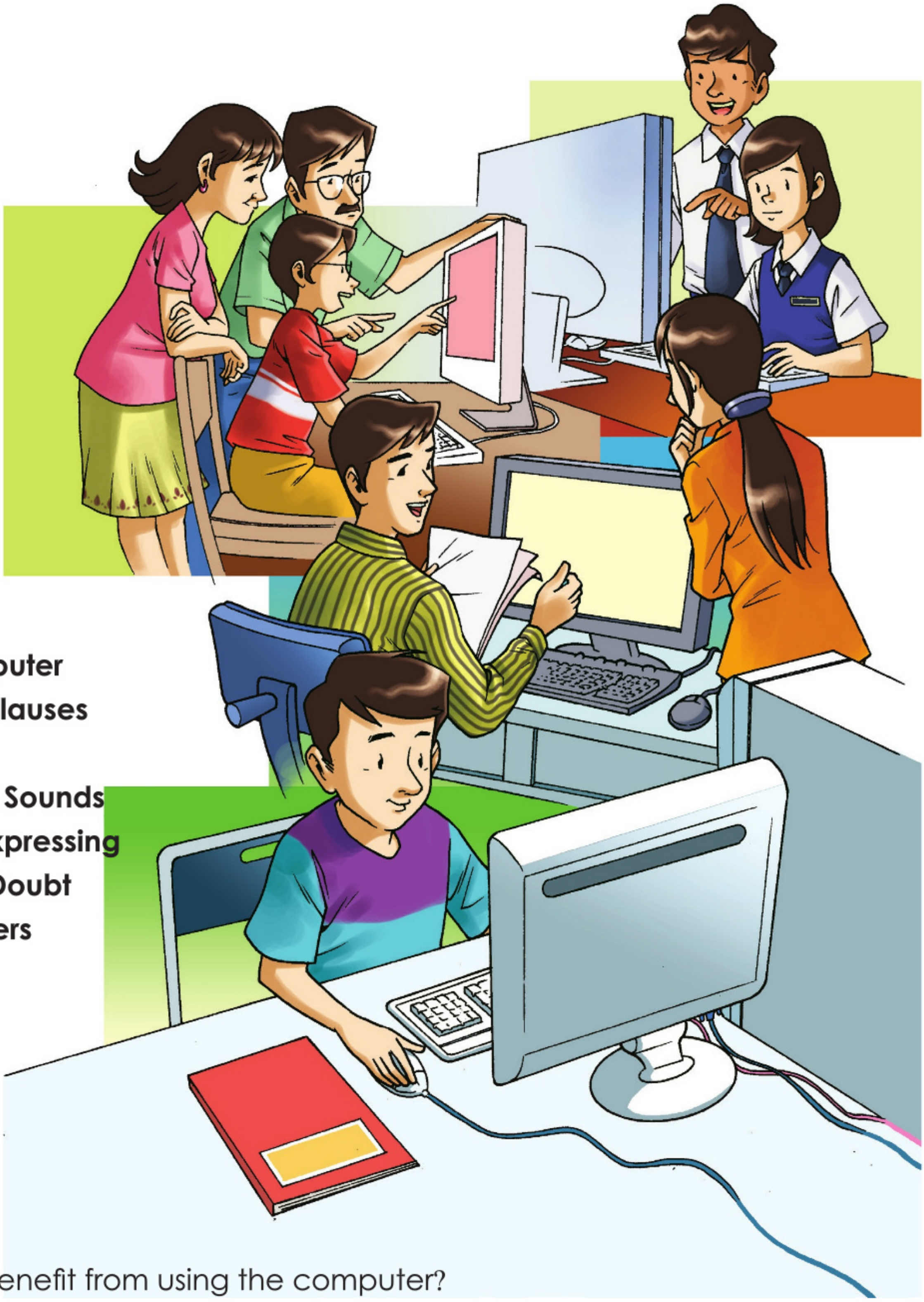
No.	Column A			Column B
1.	after	+	______	ache
2.	air	+	______	bag
3.	baby	+	______	ball
4.	back	+	______	bell
5.	ball	+	______	berry
6.	bar	+	______	board
7.	bare	+	______	brow
8.	basket	+	______	cake
9.	bed	+	______	card
10.	birth	+	______	cloth
11.	black	+	______	dog
12.	blue	+	______	dove
13.	broom	+	______	down
14.	bull	+	______	end
15.	camp	+	______	fall
16.	card	+	______	fire
17.	copy	+	______	fish
18.	door	+	______	foot
19.	eye	+	______	fore
20.	fire	+	______	hill
21.	hall	+	______	hold
22.	hand	+	______	keeper
23.	hay	+	______	ledge
24.	head	+	______	mail
25..	house	+	______	man
26.	know	+	______	mill
27.	news	+	______	nail
28.	over	+	______	noon
29.	pan	+	______	nut

30.	pea	+	______________	over
31.	score	+	______________	pack
32.	star	+	______________	paper
33.	step	+	______________	paste
34.	stop	+	______________	place
35.	sun	+	______________	plane
36.	table	+	______________	point
37..	tea	+	______________	pot
38.	there	+	______________	right
39.	thumb	+	______________	room
40.	time	+	______________	set
41.	tooth	+	______________	sit
42.	touch	+	______________	son
43.	turn	+	______________	stack
44.	turtle	+	______________	stick
45.	under	+	______________	storm
46.	up	+	______________	time
47.	view	+	______________	watch
48.	water	+	______________	way
49.	week	+	______________	wear
50.	wind	+	______________	weight

Word List

1. ancestors	nenek moyang	祖先
2. attire	pakaian	服装
3. delicacies	makanan yang mahal/istimemewa	佳肴
4. exquisite	cantik/halus	精美的
5. fast	berpuasa	禁食
6. gather	berkumpul	集合
7. harvest	menuai	收获
8. hay	rumput kering	干草
9. offerings	barangan pujaan	献礼
10. pilgrimage	haji	朝圣
11. procession	perarakan agama	游行
12. prosperity	kekayaan	财富
13. religious	beragama	宗教性的
14. signifies	menandakan	代表
15. tribes	suku kaum	部落

Unit 2 Computers



- Computers
- Uses of Computer
- Sentences, Clauses and Phrases
- /eɪ/ and /aɪ/ Sounds
- Intonation: Expressing Certainty or Doubt
- Tongue Twisters

How can you benefit from using the computer?

Listening

A *1. Listen to the dialogue between Man Hoe and Rafiz and then answer the questions below.*

2. Put a (√) if the statement is true and a (X) if the statement is false.

1. Man Hoe needs help with his computer ( )
2. Rafiz's computer freezes when he plays games or watches movies. ( )
3. Man Hoe suggests buying a bigger RAM. ( )
4. RAM is the short form for Readable Access Memory. ( )
5. Man Hoe also asks Rafiz to buy a bigger hard disk. ( )
6. The CPU is the brain of the computer. ( )
7. Adding a hard disc makes the computer run faster. ( )
8. Data are stored permanently in the hard disc. ( )

DID YOU KNOW?

Surfing originally meant to stand or lie on a special board and ride on a wave (of the sea). Today, *surfing* the net means to spend time visiting websites.

B *1. Ali, William and Lalitha are talking about computer hackers. Listen to their conversation.*

2. Listen to the conversation again and then fill in flow chart below with the help of a friend.

Ali was surfing the Internet when (1) ______________________

William believes that it is probably the work of a computer hacker who is trying to (2) ______________________

When a hacker gets into the system, he will usually (3) ______________________
____

Not all hackers are bad because some work for companies to (4) __________
__________ and find ways to strengthen their computer networks.

Ali can protect his computer by getting a (5) ______________________

Speaking

A Role-play the conversation between Nadia, Gan Siew and Sandra with two of your friends.

Nadia : Sandra, Gan Siew, **I'm so grateful** that we have computers. Aren't you thankful that the computer has been invented?

Sandra : Oh, yes, of course! **I cannot imagine** what it would be like without the computer!

Gan Siew : **I think that** the computer has contributed so much in the area of communications. Those days, the only way we could send a letter was through the post. Now, we can send an email and the other person can receive it immediately.

Nadia : **And besides**, we can also chat with each other no matter where we are.

Sandra : **The best thing** is we can even see our friend on the other side through webcam.

Nadia : That's not all. **Computers also** help a lot in the architecture field.

Gan Siew : **Without computers, I doubt that** the engineers and architects could have built structures like the Petronas Twin Towers or the KL tower.

Sandra : Yeah. Thanks to computers, our life is so much better!

Say it right

The **Internet** is also known as the **Net**, the **World Web** or the **Web**, while other common nanes for the **computer** are **personal computer (PC) workstation**, **laptop** and **notebook**.

TIPS

In the **computer discipline**, we have terms like hard disc, hard drive and hardcopy. While the term softcopy exist, there is no such thing as soft disc and soft drive.

B *Choose two of the boxes below and create a discussion about the contributions of the computer to the modern world. Refer to the previous discussion and use the expressions which are underlined and highlighted to express your opinion.*



- Education – e-learning including discussion, virtual classroom and paperless materials, sharing of information through the Internet.



- Entertainment – Animation, special effects in movies, games.



- Health care – discover critical illness using computerized scans, help doctors to monitor patient's condition during a surgery.



- Technology - computerised robots and machines, production of vehicles and machinery.



- Scientific research – perform complicated calculations and formulas, generate scientific reports through computerized analysis.

Discussion

Imagine what it would be like if there were no computers. Discuss some of the challenges we would face and explain how different our life would be.

Reading

A *Read the following passage.*



The question "Who invented the computer?" is not a simple one. As a computer consists of many parts, each part can be considered a separate invention. Therefore, many inventors have contributed to the invention of the computer.

The root word of 'computer' is 'compute'. The word 'compute' comes from the Latin word 'computãre' which means 'to count'. Therefore, 'compute' means 'to count' and 'computer' means 'a person who counts' or 'a calculation device'. Many people consider the abacus, first used by the Chinese about 1000 years ago, to be the first computer in the world. Later, the first automatic calculator was invented in 1642 by a French mathematician, Blaise Pascal. It was considered the first true computing machine. In 1939, the first digital computer was created by an American mathematician and physicist, John V. Atanasoff. After that, better computer models were made.

It was not until the early 1960s that engineers were able to build highspeed computers with large memories because of the development of the integrated circuit. This eventually led to smaller computers being made in the early 1970s. The personal computers were only introduced in 1975, the same year Microsoft Corporation was founded. At first, the sales of these personal computers were not encouraging. Six years later, the sales skyrocketed when IBM introduced

its personal computers called 'PC'. In 1981, the first commercial laptop was introduced, but it was not user-friendly because it did not have a battery.

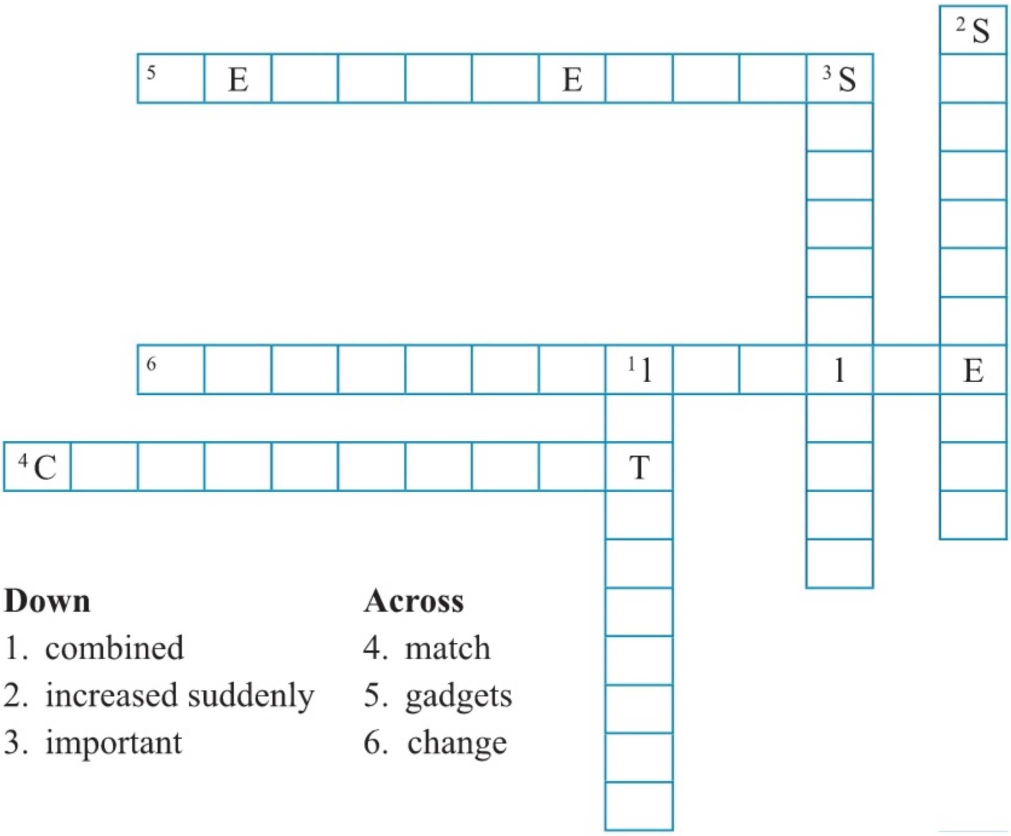
Some significant inventions were also made to complement the computer. For example, the computer mouse was invented in 1962. It was called 'the mouse' because the wire that comes out from the mouse resembles the tail of a mouse. The year 1969 saw the birth of the original Internet. The original 8-inch floppy disc was invented in 1969 with limited storage capacity, but, smaller diskettes were produced after that. In 1996, the USB flash drive with higher storage capacity was invented. It is also known as the 'thumb drive' because its size is similar to the size of a human thumb.

Today, the computers we see have actually undergone a tremendous evolution. Along with it, many computer peripherals were also invented. One thing for sure is that better and improved computers will be created in the future to revolutionise and make our life easier.

Vocabulary Check

founded – established
enthusiasts – people who are very interested in a particular subject
resembles – looks like

B *The words in the crossword puzzle are used in the passage. With the clues provided, complete it.*



Down
1. combined
2. increased suddenly
3. important

Across
4. match
5. gadgets
6. change

C *Fill in the blanks with the correct words from the crossword puzzle.*

1. Frank's work has shown a _____________ improvement.

2. The computer shop was broken into yesterday. Many computers _____________ were stolen.

3. The newly-invented machine will _____________ the way cars are made.

4. The sales of the new car model _____________ due to the low price offered.

5. Most of the residents are happy with the _____________ public transport system.

6. The colour of the sofa set must _____________ the colour of the walls in the living room.

D *Circle the best answer from the options provided.*

1. Which of the following is **<u>NOT</u>** the meaning of the word 'compute'?
   A to count
   B to calculate
   C to solve a sum
   D to solve a problem

2. What is the similarity between the first automatic calculator and the first digital computer?
   A They had the same functions.
   B They were invented by mathematicians.
   C They were invented in America.
   D They were invented at the same time.

3. When was Microsoft Corporation established?
   A 1939
   B 1962
   C 1969
   D 1975

4. Why was the first commercial laptop considered not user-friendly?
   A It came with a limited battery.
   B It came with a limited warranty.
   C It required external power supply.
   D It required a lot of batteries.

5. Which of the following computer peripherals were made to complement the computer?
   A the mouse
   B the laptop
   C the floppy disc
   D the USB flash drive

6. Why is the computer mouse called 'the mouse'?
   A The wire that comes out from it looks like the tail of a mouse.
   B The size of the computer mouse looks like the size of a mouse.
   C The colour of the computer mouse looks like the colour of a mouse.
   D The inventor had the inspiration to create the computer mouse after he saw a mouse.

E *Answer the following questions based on the passage.*

1. According to the writer, why is it difficult to answer the question, 'who invented the computer'?

2. Why was the abacus considered the first computer?

3. Why were smaller computers made possible in the early 1970s?

4. Quote a sentence in the passage to show that the sales of personal computers were very encouraging.

5. How were the floppy discs different from the USB flash drives?

6. Why is the USB flash drive also known as the 'thumb drive'?

Language

Sentences, Clauses and Phrases

Sentences

There are three types of sentences: ***Simple Sentence****,* ***Compound Sentence****, and* ***Complex Sentence***

1. A **simple sentence** has one subject and one finite verb only.

   In the examples below, the **subjects** are in **bold** and the *finite verbs* are in *italics*.

   Examples:
   * **Chee Seng** *has been* a fireman for several years.
   * **We** *celebrate* Chinese New year annually.
   * **We** *will be* watching television at this time tomorrow.

2. A **compound sentence** has two or more main clauses joined by a conjunction.
   In the following examples, the **main clauses** are in **bold**.

   Examples:
   * **My mother went to the market** and she bought some vegetables.
   * **Our teachers are** not only **kind** but also **helpful**.
   * **We will visit the zoo** and see different types of animals.

3. A **complex sentence** has one main clause and one or more subordinate clauses.
   In the examples below, the **main clauses** are in **bold** and the **subordinate clauses** are in *italics*.

   Examples:
   * **Please tell me** *when we are having our test.*
   * **You should brush your teeth** *after you have had a meal.*
   * *After you have finished the exercise*, **please return the book which I lent you**.

Exercise 1

*Write out which of the following are **simple**, **compound** or **complex sentences**.*

1. The sun rises in the east and sets in the west.
2. It was windy, so we had to stop our badminton game.
3. Careless people lose their things easily.
4. Although he is short, he is a good volleyball player.
5. We must work hard to pass our examination.
6. You will hurt yourself if you are not careful.
7. The mangoes were stolen by some naughty boys.
8. Our monitor is not only clever but also very polite.
9. He is a rich man but he does not help the poor.
10. Please close all the doors and windows before you go to bed.

Clauses

* A **clause** is a group of words that has a **subject** and a **finite verb**.
* A main clause is complete in meaning by itself whereas a subordinate clause is not complete in meaning.
* A subordinate clause is introduced by a relative pronoun such as who, which and whom or a conjunction such as while, since and although.

In the following examples, the **main clause** is in **bold**.

1. **That is the boy** who won the speech contest.
2. **The girl** who is wearing a blue blouse **is our class monitor**.
3. **The house** which my uncle built **cost RM40,000**.
4. Although he was sick, **he went to school**.
5. **He saw his friend** while he was walking to school.
6. Since he has not finished his work, **he cannot come with us**.

TIPS

A **finite verb** shows a particular time/indicates tense, e.g. 'am', 'was', 'are'.

A **non-finite verb** is an infinitive or a particple and has no tense, e.g. 'being', 'been'.

Exercise 2

*Can you pick out the **subject** and the **finite verb** in the main and subordinate clauses above?*

Phrases

A **phrase** is a group of words that **does not have a finite verb**.

e.g.	in the morning	to go home	listening to music
	of great wealth	behind my house	at great speed

Exercise 3

Complete the following with suitable phrases.

1. We can see many people ______________________________.
2. The train travels ______________________________.
3. Hang Tuah was a man ______________________________.
4. The weather was not good ______________________________.
5. We are going to Singapore ______________________________.

Exercise 4

Now complete the sentences below by adding a suitable main clause or subordinate clause.

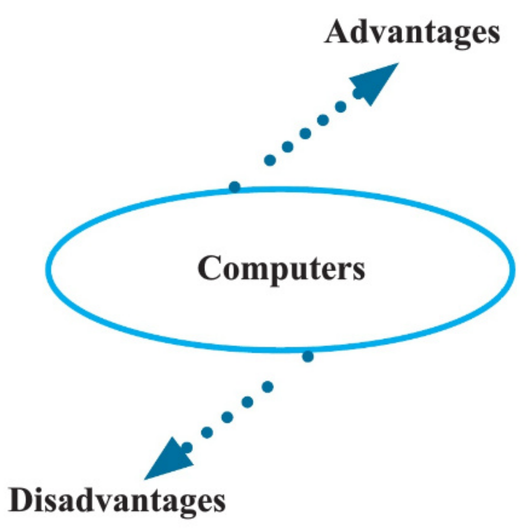
1. The man ______________________________ is a Police Inspector.
2. I will give him the message ______________________________.
3. When we have problems, ______________________________.
4. A farmer is a person ______________________________.
5. ______________________________ because he was ill.

TIPS

sentences/clauses -- must have a subject and a verb
phrase --- no subject and no verb

Writing

A *What are the advantages and disadvantages of using the computer? Discuss with your partner. You may like to use the following mind map to generate your ideas.*



B *Using the points you have listed, write a composition in not less than 120 words on the advantages and disadvantages of using the computer.*

WRITING TIPS

You may use the following structures to write your essay:

Structure 1	Structure 2
Introduction	Introduction
Advantage 1	Advantage 1
Advantage 2	Disadvantage 1
Disadvantage 1	Advantage 2
Disadvantage 2	Disadvantage 2
Conclusion	Conclusion

Summary

*Read the passage on pages 23-24 again and write a summary on **how the computer was developed**.*

Your summary must:

- **not be more than 60 words**.
- be in **continuous writing** (prose form).
- be written in **one** paragraph.

Use your own words as far as possible without changing its original meaning.

Sound System

/eɪ/ and /aɪ/ Sounds

/eɪ/	/aɪ/
d**ay**	di**e**
m**ay**	m**y**
t**ai**l	ti**e**
w**ai**t	wh**i**te
v**ai**n	v**i**ne
ale	**is**le
b**ay**	b**ye**
b**a**ke	b**i**ke
r**a**ce	r**i**ce
p**ai**nt	p**i**nt

A *Practise the /eɪ/sound and the sound /aɪ/ with partner.*

B *Do you know which words in the sentences below have the /eɪ/ or the /aɪ/ sound?*

1. The piper dined like a king.
2. The kite stayed at a great height all day.
3. This time I waited for Myra until late at night.
4. Nigel climbed up to the hill-station to give Violet a pie.
5. Mike was right about the baby's age.

Intonation: Expressing Certainty or Doubt

Sometimes we ask a question even though we are sure of the answer. To show that we are quite **certain of the answer**, we use a **falling tone** at **the end of the question**.

He likes to eat, doesn't he?

She's beautiful, isn't she?

They are going to win, aren't they?

When we are **not sure of the answer** to our question, we use a **rising tone** to signal our doubt at **the end of the sentence**.

You will come to the meeting, won't you?

This is his address, isn't it?

We passed the test, didn't we?

A How would you express certainty in the five sentences below? (Hint: You should change your tone at the words in bold.)

1. You know my **name**, **don't** you?
2. She's rather **late**, **isn't** she?
3. We had no **choice**, **had** we?
4. He can't do two things at **once**, **can** he?
5. I'm **here**, **aren't** I?

B Can you use the appropriate tone to show that you are uncertain in the five sentences below? (Note: Tone can change in the middle of a long word.)

1. We've got enough **money**, **have**n't we?
2. You've for**got**ten, **have**n't you?
3. They can come **la**ter, **can't** they?
4. Everyone a**greed**, **did**n't they?
5. There won't be **room** for her, **will** there?

Enrichment

Tongue Twisters

If you understand, say "understand". If you don't understand, say "don't understand". But if you understand and say "don't understand". How do I understand that you understand? Understand!
I thought a thought. But the thought I thought wasn't the thought I thought I thought. If the thought I thought I thought had been the thought I thought, I wouldn't have thought so much.
She sells sea shells on the sea shore, The shells that she sells are sea shells washed ashore for her to sell. If she sells sea shells on the sea shore I'm sure the shells that she sells are seashore shells.
How many cans can a canner can, if a canner can can cans? A canner can can as many cans as a canner can, if a canner can can cans.
When a doctor falls ill another doctor doctors the doctor. Does the doctor doctoring the doctor doctor the doctor in his own way or does the doctor doctoring the doctor doctors the doctor in the doctor's way
Peter Piper picked a peck of pickled peppers, if Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?
Billy Button bought a buttered biscuit, did Billy Button buy a buttered biscuit? If Billy Button bought a buttered biscuit, Where's the buttered biscuit Billy Button bought ?
I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
There was a fisherman named Fisher who fished for some fish in a fissure. Till a fish with a grin, pulled the fisherman in. Now they're fishing the fissure for Fisher.
How much wood would a wood chuck chuck, If a wood chuck could chuck wood? He would chuck, he would, as much as he could and chuck as much wood as a woodchuck would If a woodchuck could chuck wood.

Word List

1. accompanying	menemani	陪伴
2. contributed	menyumbangkan	贡献
3. conventional	tradisional	常规的
4. grateful	berterima kasih	感激
5. hackers	pengodam	电脑黑客
6. infected	dijangkiti	传染
7. interfere	menganggu/menceroboh	干扰/介入
8. parcel	bungkusan kecil	包裹
9. permanently	dengan tetapnya	永久的
10. reliable	boleh diharap	可靠的
11. souvenir	cenderahati	纪念品
12. strengthen	mengukuhkan	稳固
13. surfing	melayari	浏览
14. temporary	sementara	暂时
15. unscrupulous	tidak jujur/tidak adil	不择手段的

Unit 2

Community Service

Unit 3

- Community Service
- Noun, Adjectival and Adverbial Phrases
- Noun, Adjectival and Adverbial Clauses
- /eɪ/, /aɪ/ and /ɔɪ/ Sounds
- Intonation: Expressing Certainty and Surprise Using 'Must' and 'Can't'
- Comics



How can you show care and concern for the members of society?

Listening

A *Listen to Justin sharing his experience doing community service and then answer the questions below.*

1. Which community service centre did Justin join?

2. What does this community service do?

3. What support does this community service provide?

4. How long has Justin been a member of this community service?

5. Why did Justin join this community service?

6. What has Justin learnt from joining this community service?

7. Why was helping the family of eight his most memorable experience?

DID YOU KNOW?

Non-governmental organisations (**NGOs**) are voluntary non-profit making organisations which offer services to the community.

B *1. Ms Hong and her students are discussing the different community services in Malaysia. Listen to their conversation.*

2. Listen to the conversation again and then fill in the speech bubbles below. Match the correct answer. One bubble has already been matched.

Community Service

Definition : ______________________________

Malaysian Red Crescent Society

Befrienders

Pink Triangle

help ______________ and ______________ patients

offer ______________ on the ______________

help people with ______________ and social problems

______________ people about ______________ and ______________

help to improve ______________

the service is available ______________ hours

Speaking

A Descriptions

Describing Experiences in Community Service

My name is Tracy Kang. I am a member of the Chinese Community Service in my school. There are 50 members in this community service. I have been a member of this community service for five years. This community service helps poor students in the school. The community service collects donations to buy uniforms and books for these poor students. The community service also provides free lunch to these poor students every day. I help out by carrying out campaigns and charity drives to collect donations. Sometimes, we sell cakes and cookies. In addition, we wash cars to collect money. Joining this community service has made me more responsible.

TIPS

When describing experiences, events, places or people, make use of the **five sensory** details which are the sense of **smell**, **taste**, **touch**, **hearing** and **seeing**.

B *Imgine you are one of the characters below. Describe your experience in community service using the notes given.*



Lee Sze Yuen

- a member of Cancer Awareness Society- since 13 years old
- 10 members in the society
- visit cancer patients – cheer them up
- collect donations to help cancer patients' families



Fairulniza

- a member of Youth Community Club- since 14 years old
- 15 members in the club
- give support to the poor children
- give tuition classes
- be a mentor/friend



Raj Chandran

- a member of Bukit Segar Scouts – recently joined
- 50 members in the movement
- help abandoned and abused children
- give moral support



James Wong

- a member of Jupiter Charity Society – for 6 years
- 25 members in the society
- carry out social activities
- help doing community work, e.g. visit old folk homes, orphanages

C Expressions



Giving Opinions

1) In my opinion …
2) I think that …
3) From my point of view …
4) As I see it …
5) As far as I am concerned …
6) I believe that …

D *Use the expressions in **Exercise C** to answer the questions below..*

1) What do you think about community service?
2) In your opinion, is community service a good thing?
3) Do you think that doing community service will help to improve a person's character?
4) What is your opinion about people who are against community service?
5) What is your view about the community service in Malaysia?

Discussion

If you were to join a community service, which community service would you join and why? Share your opinion with the class.

Reading

A *Read the following passage.*



Community service refers to service provided by people for the benefit of the society.

There are many reasons why people are involved in it. For most, they consider doing community service as giving back to the society. Giving back to the community can be done in many ways such as repairing orphanage building, collecting clothes and food for the needy and helping out in voluntary organisations.

However, community service is sometimes forced upon convicted offenders as an alternative punishment. For example, a fine or a short jail term may be reduced in exchange for a given number of hours of community service. In this form of community service, these offenders are required to do charitable work for certain organisations according to the allocated number of hours. The hours prescribed is decided by the court, and it is based on the type of offence committed, the seriousness of it and who commits it. Doing community service is a more constructive punishment. The offenders can reflect upon their wrongdoings and turn over a new leaf by engaging themselves in the service.

Whether it is done voluntarily or carried out as a punishment, there are numerous benefits

that we can get from being involved in it. Those who are engaged in it are forced to reflect upon the social issues revolving around their society and strengthen their sense of civic duties. Some colleges even realise the benefits youths can get from doing community service. As such, these colleges have made it a requirement for their students to volunteer specific numbers of hours of community service before they can graduate. A study that was carried out in the US shows a relationship between community service and academic success. Specifically, students who carry out a consistent community service record are more likely to obtain better results than those who do not. For most people, they participate in community service to obtain a sense of personal gratification. They believe that it carries rewards beyond material gains.

Anyone can be actively involved in community service regardless of their age. As it benefits the society, people volunteer to be involved in it willingly.

Vocabulary Check

orphanages – homes for children whose parents are dead
nursing homes – homes for old or sick people
compulsory - required by rule/law

B *Complete the words with the help of the clues. The words are found in the passage.*

Column A Clue	Column B Word
1. proven guilty	__ O __ __ I __ __ E __
2. criminals	__ __ __ E __ __ E __ S
3. given	__ __ __ S __ __ I __ E __
4. useful	__ O __ __ __ R __ __ __ I __ __
5. participating	__ __ __ A __ __ N __
6. satisfaction	__ __ A __ I __ __ __ A __ __ __ __

C *Fill in the blanks with the correct words from **Column B** in **Exercise B**.*

1. By _______________ the service of the cleaners, we can set up this hall in an hour's time.
2. "I scored all As in my examination," Tuck Fatt announced with _______________
3. The young man was _______________ of shoplifting.
4. The _______________ , who were caught cheating in the examinations, were expelled from school immediately.
5. The manager provided us some _______________ solutions to our problems.
6. We should only use the _______________ textbooks.

D *For each statement below, write 'T' if the statement is true and 'F' if it is false.*

1. People are forced to do community service for the benefit of the society. ☐
2. Doing community service can be considered as doing good things to give back to the society. ☐
3. The offenders can choose what community service they want to do. ☐
4. Some colleges make it compulsory for their students to do community service before they obtain their degree. ☐
5. Most people participate in community service because they can get a lot of money from it. ☐
6. There is no age limit for anyone who wants to take part in community service. ☐

E *Answer the following questions based on the passage.*

1. What is community service?

2. What are some of the activities that people can do in community service?

3. Why is community service forced upon committed offenders?

4. How does the court decide the number of hours the offenders have to put in community service?

5. Why does the writer say that doing community service is a more constructive way of punishing the offenders?

6. What did the study on the relationship between community service and academic success conducted in the US show?

Language

Noun, Adjectival and Adverbial Phrases

Noun Phrases

A **noun phrase** does the work of a **noun**.

In the following sentences, the noun phrases are in **bold**.

* The boy wants **to go home**.
* We enjoy **listening to music**.
* He hoped **to win the first prize**.

TIPS

Noun --- the name of an object
Adjective ---- to modify noun
Adverb --- to modify verb

Exercise 1

*Pick out the **Noun Phrases** in the following sentences.*

1. His father wished to speak to the Headmaster.
2. I dislike gossiping about others.
3. The stubborn child refused to drink the medicine.
4. You must promise to visit me soon.
5. Have you ever tried climbing a coconut tree?

Exercise 2

*Now complete the sentences below with suitable **Noun Phrases**.*

1. I do not expect ____.
2. My father promised ____.
3. Cats like ____.
4. We intend ____.
5. Do you wish ____?

Adjectival Phrases

An **adjectival phrase** does the work of an **adjective**, i.e. it tells you more about a noun.

In the following sentences, the adjectival phrases are in **bold**.

* Hang Tuah was a warrior **of great courage**.
* He is a man **with a kindly nature**.
* That is the flag **of Malaysia**.

Exercise 3

*Pick out the **Adjectival Phrases** in the following sentences.*

1. A man in great difficulties came to me for help.
2. He is a person of great influence.
3. A friend in need is a friend indeed.
4. Only a person with plenty of money can buy that house.
5. He walked along a path through the estate.

Exercise 4

*Now replace the **Adjectives** in italics with **Adjectival Phrases** of the same meaning.*

1. The farmer lives in a *wooden* hut.
2. I feel sorry for the *homeless* child.
3. A *valuable* ring was found yesterday.
4. She wore a *gold* necklace.
5. A *white* turtle is rare.

Adverbial Phrases

An **adverbial phrase** does the work of an **adverb**, i.e. it tells you more about a verb, an adjective or another adverb.

In the following sentences, the adverbial phrases are in **bold**.

* The train travels **at great speed**.
* He answered **in a rude manner**.
* He does his work **without any care**.

Exercise 5

*Pick out the **Adverbial Phrases** in the following sentences.*

1. He is coming at this very moment.
2. No such diseases were known in those days.
3. You can find coconut trees in many places.
4. He fell to the ground.
5. We go to school to study.

Exercise 6

*Now replace the **Adverbs** in italics with **Adverbial Phrases** of the same meaning.*

1. The soldiers fought *bravely*.
2. My neighbour has gone *abroad*.
3. Some birds can fly *swiftly*.
4. He expects to receive a letter *soon*.
5. Do your work *carefully*.

Noun, Adjectival and Adverbial Clauses

Noun Clauses

1. A noun clause does the work of a **noun** in a sentence.
2. A noun clause has a **subject** and a **finite verb**.

Example:

The Prime Minister said **that Malaysians should be united**.

that Malaysians should be united is a noun clause with a subject and a finite verb. It is the object of the verb said.

Exercise 7

*Underline the **Noun Clauses**.*

1. The Government has decided that the price of the petrol will be increased.
2. A Fire Services Department spokesman said that the fire started at about 2:30 am.
3. I don't understand why he did not help you.
4. Do you know that he is now a millionaire?
5. The Principal praised the school prefects. He said that they were reliable.
6. Do you realise that you have made a big mistake?
7. The boy could not explain why the earth goes round the sun.
8. Does the monitor know where our teacher lives?
9. I did not know who has stolen the money.
10. The teacher asked who the monitor of the class is?

Adjectival Clauses

An **adjectival clause** also tells you more about a **noun**.

In the following sentences, the adjectival clauses are in **bold**.

* The umbrella **which has a broken handle** is mine.
* The house **that I live in** belongs to my father.
* He died in the village **where he was born**.
* The man **who is wearing a tie** is our headmaster.

Notice that adjectival clauses begin with words such as **who**, **whose**, **whom**, **which**, **that** and **where**.

TIPS

- Adjectival clause can be divided into two types: defining and non-defining clause.
- A **defining clause** contains information about the noun which is essential for the sentence to be understood.
- A **non-defining clause** contains additional information about the noun but the information is not essential. The additional information is normally separated by commas.

Exercise 8

*Pick out the **Adjectival Clauses** in the sentences below.*

1. Mary had a little lamb whose fleece was as white as snow.
2. I remember the house where I was born.
3. He never does anything that is dishonest.
4. The girl who is wearing a yellow blouse is my sister.
5. The man whom you saw yesterday is my uncle.

Exercise 9

*Now replace the **Adjectival Phrases** in italics with **Adjectival Clauses**.*

1. He told us the time *of his arrival*.
2. We admire a man *of honesty*.
3. A man *with good habits* is respected.
4. Do you know the way *to the hospital*?
5. A student *without a textbook* will be punished.

Adverbial Clauses

An **adverbial clause** also tells you more about a **verb**, an **adjective** or an **adverb**.

In the following sentences, the adverbial clauses are in **bold**.

* They rested **when evening came**.
* You may sit **wherever you like**.
* I will punish you **because you broke the window**.
* **If you eat too much**, you will fall sick.

Notice that adverbial clauses begin with words like **when**, **where**, **if**, **since**, **although**, **because**, **while**, **as**, **after**, **before** and **until**.

Exercise 10

*Pick out the **Adverbial Clauses** in the sentences below.*

1. As he was not at home, I spoke to his brother.
2. The boy went to school although he was sick.
3. I watch television after I have finished my homework.
4. While I was going to school, I saw an accident.
5. Don't leave the classroom until the bell rings.

Exercise 11

*Now replace the **Adverbial Phrases** in italics with **Adverbial Clauses**.*

1. We asked him many questions *on his return*.
2. *In spite of* being poor, he was honest.
3. *After such hard work*, he needs a long rest.
4. We shall wait *for your arrival*.
5. *In my younger days*, I played several games.

Writing

A *What are the benefits of taking part in a community service? Discuss with your partner. You may like to use the following mind map to generate your ideas.*



B *Using the points you have listed, write a composition in not less than 120 words on the benefits of joining a community service.*

WRITING TIPS

When writing your essay on the benefits of a community service, you can organise your points as follows:

a) to individuals who volunteer
b) to convicted offenders
c) to society in general

Summary

Read the passage on pages 43-44 again and write a summary on ***why people take part in community service****.*

Your summary must:

- **not be more than 60 words**.
- be in **continuous writing** (prose form).
- be written in **one** paragraph.

Use your own words as far as possible without changing its original meaning.

Sound System

/eɪ/, /aɪ/ and /ɔɪ/ Sounds

/eɪ/	/aɪ/	/ɔɪ/
b**ay**	b**uy**	b**oy**
ale	**i**sle	**oi**l
b**a**le	b**i**le	b**oi**l
p**ai**nt	p**i**nt	p**oi**nt
tr**ay**	tr**y**	Tr**oy**
r**a**ce	r**i**ce	R**oy**ce

A Listen to your teacher say the above words. Repeat them after your teacher.

B Put the symbol of the sound beside the following words.

ride - /aɪ/	break
noise	coin
rail	like
nice	spoilt
Joyce	destroy
bye	ice
hey	late
Joy	toy
sty	nine
claim	tame

Intonation: Expressing Certainty and Surprise Using 'Must' and 'Can' t'

Sometimes we are sure something is going to happen or has already happened. We express such feelings using **'must'** and **'can't'** with a **falling tone** at the end. (Note: 'can't' and 'must' are strongly stressed)

He can't have survived the fall.

We must have made her angry.

They can't have made it home before the rain started.

However, sometimes we are surprised by unexpected results or events. **Surprise** is expressed by ending the statement with a **rising tone**.

He can't have survived the fall! (It is a 100-metre drop.)

They can't have made it home before the rain started! (They left just minutes ago.)

She must have given us the wrong information. (She was so sure that she was right.)

A Can you use the correct tone to show certainty in the five sentences below? (Remember the stresses!)

1. The lazy students can't have passed the test.
2. The inexperienced wrestler must have lost the fight.
3. All the passengers must have perished in the air-crash.
4. The old man can't have saved anything from the fire.
5. The car must have run out of petrol.

B *Now, express surprise in the following statements.*

1. The police can't have caught the burglar yet!
2. The new car can't have broken down already.
3. The lazy student can't have passed the test!
4. The engine must have fallen out of the car.
5. He must have gone home at the height of the celebration.

Enrichment

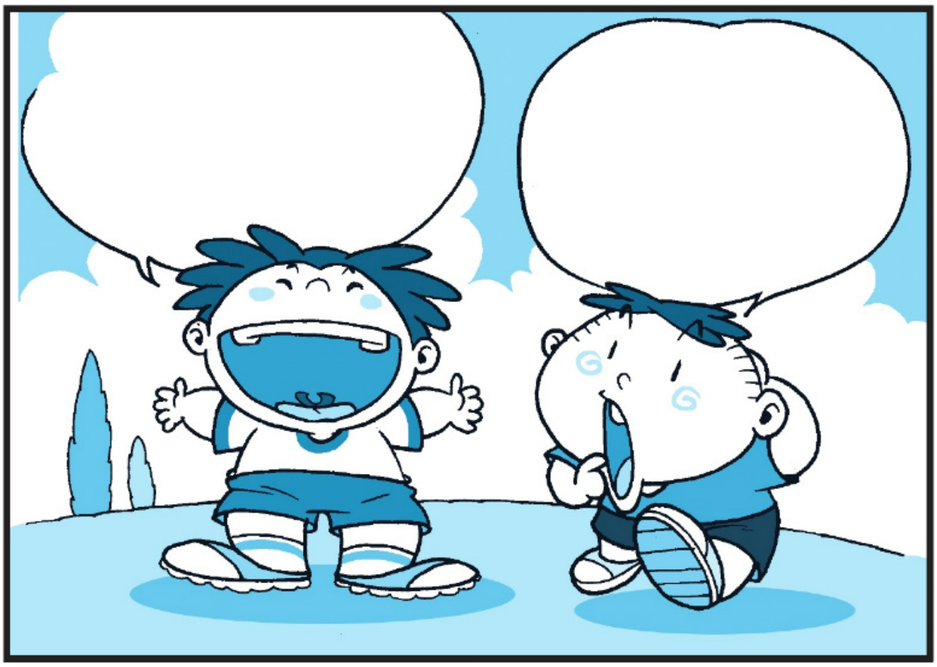
Comics

Look at the two comic strips below. Give each of them a title and then fill in the speech bubbles with the help of your friend. Make them as interesting as possible.

1. Title: ______________________________



2. Title: ______________________________

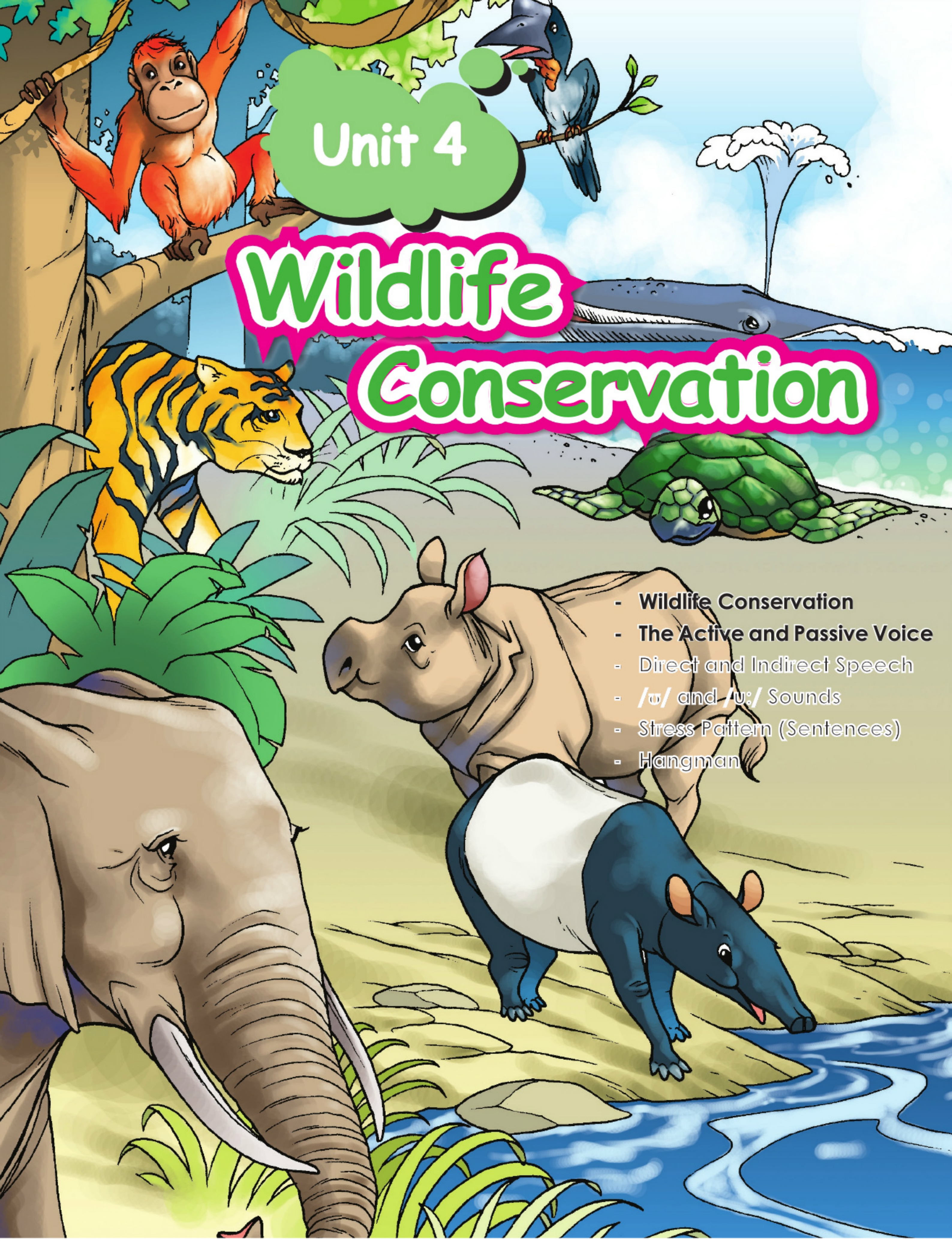


Word List

1. abandoned	dibuang/ditinggalkan	被丢弃
2. allocated	ditetapkan/dikhaskan	分配的
3. alternative	pilihan	另一种
4. burglar	pencuri (pecah masuk rumah)	窃贼
5. charity drives	aktiviti/kempen amal	慈善活动
6. donations	derma	捐献
7. expelled	dibuang sekolah	开除
8. memorable	bermakna	难忘的
9. needy	orang-orang yang memerlukan bantuan	需要帮助的人
10. offended	terasa	得罪
11. orphanages	rumah-rumah anak yatim	孤儿院
12. postpone	ditunda	延迟
13. reluctant	tidak rela	不愿意
14. shoplifting	mencuri di kedai	偷窃
15. voluntary	rela	自愿的

Unit 4

Wildlife Conservation



- **Wildlife Conservation**
- **The Active and Passive Voice**
- Direct and Indirect Speech
- /ʊ/ and /u:/ Sounds
- Stress Pattern (Sentences)
- Hangman

Do you care enough for wildlife? How do you show your care towards them?

Listening

A 1. *Listen to a talk on wildlife conservation and then answer the questions below.*
2. *Put a (√) if the statement is true and a (X) if the statement is false.*

1.	The talk is given by Henry Kurniawan in conjunction with the Malaysian Wildlife Conservation Campaign	( )
2.	Tigers are hunted for their skin.	( )
3.	It is believed that tiger skin can give men inner power.	( )
4.	Rhinoceros and elephants are killed for their tusks and horns.	( )
5.	Orang utans are sold to circuses.	( )
6.	We should all buy products made from wildlife.	( )
7.	Henry encourages us to join wildlife conservation groups.	( )
8.	Education can teach people to care for wildlife.	( )

B 1. *Ai Sim, Sanjit, Zamri and Henry are having a discussion about wildlife conservation projects in Malaysia. Listen to their discussion.*
2. *Listen to the conversation again and then fill in the blanks below.*

Say it right

- **Fur clothing** is made from the fur of animals such as sheep, bears and wolves.
- **Leather products** like handbags or shoes are made from the skin animal such as cows and crocodiles.

Ai Sim, Zamri and Sanjit were at the canteen waiting for Henry. He was late because he (1) ____________. This project is organised by (2) ____________. Besides this project, the society also organises projects such as (3) ____________, species conservation and (4) ____________. The two forests that were saved by the society include The Endau-Rompin Park in (5) ____________ and the (6) ____________ in Perak. Zamri is also a member of this society. On the other hand, Ai Sim is a member of the WWF. WWF stands for (7) ____________. The organisation organises many conservation projects to (8) ____________ including marine and freshwater ecosystem. The marine projects have helped to (9) ____________ such as sea turtles, dugongs and whale sharks.

TIPS

Hide is the strong thick skin of animals which is used to make leather.

Speaking

A Expressions

Asking for and Providing Specific Information

What	is	a dugong?
	happens	after a dugong is captured? if a baby dugong is captured?
	should	we do to conserve wildlife?
Who	is	supposed to save the dugongs? responsible to help the wildlife?
Why	are	some people so greedy?
	should	we save our wildlife?

A dugong	is	a herbivorous marine mammal.
The dugong	will be	sold to the highest bidder. kept till it is big enough to be sold.
We	should	join wildlife conservation societies.
All of us We all	are	supposed to ________________. responsible to ________________.
People	are	so greedy because they're selfish.
We	should	save our wildlife because they are precious.

TIPS

- **Tusks** refer to the two pointed teeth sticking out of an elephant while tasks refer to work that must be done, usually on a regular basis.

B Use the expressions on page 61 to ask and provide specific information about the wildlife below.



Rompin Elephant



Sumatran Rhinoceros



Bengal Tiger



Blue Whale



Borneo Orang Utan



Malayan Tapir



Leatherback turtle



Guizhou Golden Snub-nosed Monkey



Thailand Helmeted Hornbill

C Talk about the importance of wildlife conservation projects using the information given on page 63.

Grace : Have you heard of the 'Care For Our Wildlife' campaign?
Jayne : Oh, no. What is the campaign about?
Grace : Well, the campaign is about the importance of caring for our wildlife.
Jayne : When is the campaign going to start?
Grace : It has actually started. It was launched last year.
Jayne : Oh I see. Where is the campaign held?
Grace : It was launched in Selangor but it is held nationwide.
Jayne : That's great.



'Save Our Corals' project – clean the sea base to save the rare corals - 5 years - KL



'Stop The Killing' campaign – educate people about illegal mass killing of wildlife – beginning of the year - Penang



Protect Our Forest' campaign – stop illegal logging of trees – this month - Pahang



'Say No To Wildlife Products' promotion – encourage people to stop buying products made from wildlife – 8 years - Melaka



'Love Our Orang Utan' project – promote an adoption programme to educate people – next week - Perak

Discussion

Discuss how wildlife affects human beings and what would happen if all the wildlife were destroyed one day.

Reading

A Read the following passage.



Many endangered animals have already disappeared from the face of the earth. Some of them were victims of poaching while others had their habitats destroyed by man. Thus, wildlife conservation becomes an urgent necessity.

Wildlife conservation includes all activities that attempt to prevent the extinction of animal species around the world. For instance, the Baiji white dolphins along the Yangtze River have been functionally extinct since 2006 because there are too few potential breeding pairs remaining to ensure that the species will survive. Another example is the African black rhinos that were declared extinct in 2006 as there were no signs of their presence.

Nature is a ***delicate*** balance and everything has a function to keep that balance. Wildlife needs to be conserved to maintain the ecological balance as every wildlife has its unique position in the food chain. We can conserve and preserve our wildlife in a variety of ways. Governments must legislate and enforce laws to protect for wildlife For instance, more ***stringent*** evaluations must be administered before developers' plans for clearing of jungles are approved. Further protection for wildlife can be ***accorded*** if developers are required to obtain permits from the

relevant authorities to ensure that the derelopment of the area would not endanger wildlife. More national parks should be built to provide a home for wildlife that will encourage breeding.

One of the foremost wildlife conservation organisations is World Wide Fund (WWF). WWF is an international non-governmental organisation formed on 11 September 1961 in Switzerland with its mission to ***halt*** and reverse the destruction of wildlife and environment. In 1986, its name was changed to World Wide Fund for Nature to better reflect its wider scope of activities now. However, the initials 'WWF' still remain. WWF-Malaysia was formed in 1972 to protect the Malaysian wildlife and natural environment. WWF-Malaysia, along with the other WWF ***chapters*** all over the world, has been working hard to protect our wildlife and natural environment.

Today, WWF has a strong manpower of over 5 million supporters worldwide, supporting 100 wildlife conservation and environmental projects. Therefore, we should support WWF and other similar organisations because the diversity of wildlife on earth depends on us.

Vocabulary Check

endangered – threatened
legislate – regulate
offsprings – babies of animals

*B The following words are found in the passage. Match the words in **Column A** with their meanings in **Column B**.*

Column A			Column B
1. poaching	*	*	strict
2. delicate	*	*	branches
3. stringent	*	*	hunting
4. accorded	*	*	fragile
5. halt	*	*	given
6. chapters	*	*	stop

C *Fill in the blanks with the correct words from the* ***Column A*** *in* ***Exercise B****.*

1. The school has to impose ____________________ rules to solve the truancy problems among students.

2. The manager has to ensure that all the ____________________ receive the latest notice about the change in the price list.

3. The boys will not be ____________________ any special treatment if they win in the competition.

4. A lot of animals in the forest have been ____________________ by hunters illegally.

5. Mother reminded us to be careful not to break the ____________________ vase that she had just bought.

6. The director had to ____________________ work at the factory because there was a power failure.

D *Circle the best answer from the options provided.*

1. Why were African black rhinos declared extinct in 2006?
   A They were hunted by poachers.
   B They could only be found in Africa.
   C There were only some rhinos left in Africa.
   D There were no signs of their presence.

2. Which of the following is NOT a way to conserve wildlife?
   A Governments must enforce stricter laws to protect wildlife.
   B Governments must spend more money to buy wildlife from illegal hunters.
   C Governments should build more natural parks to keep the endangered wildlife.
   D Governments must impose strict evaluations before approving developers' plan for clearing jungles.

3. Why should developers be required to obtain permits from the relevant authorities?
   A To prevent human from clearing the jungle completely.
   B To prevent humans from exploiting the wildlife.
   C To prevent the developers from building more unnecessary houses.
   D To prevent the jungle from being destroyed.

4. What is WWF's mission?
   A Its mission is to halt and reverse the destruction of the wildlife and environment.
   B Its mission is to halt and reverse the destruction of the endangered wildlife only.
   C Its mission is to halt and reverse the destruction of the natural environment only.
   D Its mission is to halt and reverse the destruction of people in the world.

5. When was WWF-Malaysia established?
   A 1961 **B** 1986
   C 1972 **D** 2006

6. Why was WWF-Malaysia set up?
   A To protect the Malaysian wildlife, rivers and seas.
   B To protect the Malaysian natural environment and seas.
   C To protect the Malaysian forests, rivers and seas.
   D To protect the Malaysian wildlife and natural environment.

E *Answer the following questions based on the passage.*

1. Why have many endangered animals become extinct?

2. What does the writer mean when he said that the Baiji white dolphins along the Yangtze River have been functionally extinct since 2006?

3. Why do we need to conserve wildlife?

4. How can building more natural parks help conserve wildlife?

5. What is WWF?

6. Why did WWF change its name from 'World Wide Fund' to 'World Wide Fund for Nature' in 1986?

Language

Active and Passive Voice

Tenses \ Voices	Active Voice	Passive Voice
Simple Present	I ***eat*** the apple. He ***eats*** the apple. They ***eat*** the apples.	The apple *is eaten* by me. The apple *is eaten* by him. The apples *are eaten* by them.
Present Continuous	I ***am eating*** the apple. He ***is eating*** the apple. They ***are eating*** the apples.	The apple *is being eaten* by me. The apple *is being eaten* by him. The apples *are being eaten* by them.
Simple Past	I ***ate*** the apple.	The apple *was eaten* by me.
Past Continuous	I ***was eating*** the apple.	The apple *was being eaten* by me.
Simple Future	I ***shall eat*** the apple. He ***will eat*** the apple.	The apple *shall be eaten* by me. The apple *will be eaten* by him.
Present Perfect	I ***have eaten*** the apple. He ***has eaten*** the apple.	The apple *has been eaten* by me. The apple *has been eaten* by him.
Past Perfect	I ***had eaten*** the apple.	The apple *had been eaten* by me.

Tenses	**Passive Construction**	
Simple Present	am is are	+ Past Participle
Present Continuous	am is are	+ being + Past Participle
Simple Past	was were	+ Past Participle
Past Continuous	was were	+ being + Past Participle
Simple Future	shall will	+ be + Past Participle
Present Perfect	has have	+ been + Past Participle
Past Perfect	had	+ been + Past Participle

There are four ways of using passive voice.

1. When the object is being emphasised.

   * The man *was hit* by **a speeding car**.
   * The book *was given* to me by **my instructor**.

2. When the subject is not being mentioned.

   * My watch *was stolen* (by someone) yesterday.
   * Harvard *was founded* in 1636.

3. When the subject is not indicated at the 2nd clause.

   * The teacher loves his students and *is loved* by them.
   * He told a lie yesterday and *was scolded* by his father.

4. When it is an object.

   * It *is said* that he was killed in the accident.
   * It *is believed* that the political situation is critical.

Exception

The following italicised words are adjectives. Therefore, these sentences are not written in the passive form.

- I **was surprised** at hearing him saying so.
- I **am astonished** at his not coming.
- He **was frightened** at the sight.
- He **was alarmed** at what he had just heard.
- He **was delighted** at the news.
- The baby **was amused** by the new toy.
- She **was annoyed** at the boy's stupidity.
- She **was offended** by my remarks.
- I **am pleased** with my new house.
- He **is satisfied** with his income.
- I am **disappointed** with our new teacher.
- They **were disgusted** with what they heard.
- She is much **disturbed** in her mind over her son's safety.

Exercise 1

Fill in the blanks with the correct ***Passive Voice*** *of the verbs in the brackets.*

1. Rubber ______________________ (export) from Malaysia.
2. I ______________________ (scold) whenever I make noise in class.
3. When it rains, I ______________________ (drive) to school by my father.
4. Malaysia ______________________ (form) in 1963.
5. Those houses ______________________ (build) five years ago.
6. The game ______________________ (postpone) because of the rain and the players ______________________ (tell) to come the next day.
7. The clothes ______________________ (hang) out to dry in the sun this morning.
8. A new bridge ____________________ (build) at the moment to replace the damaged one.
9. This accident ______________________ (report) in the newspapers tomorrow.
10. Please wait a while as dinner ______________________ (cook) now.
11. I ______________________ (scold) for something I didn't do.
12. The letter ______________________ (type) out by the secretary now.
13. The lesson ______________________ (explain) by Madam Tan yesterday.
14. Kites ______________________ (fly) by the children.
15. The road ______________________ (widen) by the workers since last week.

Exercise 2

Rewrite the following sentences in the ***Passive Voice****.*

1. Careless drivers often cause accidents.
2. The government builds roads and schools.
3. That factory makes margarine.
4. My parents often ask me to help them.
5. The gardener cuts the grass once a month.
6. The fire caused a lot of damage here last week.
7. Mr Kumar told us to be punctual.
8. My neighbour gave me some fruits.
9. I advised my friends to co-operate with the school prefects.
10. The mechanic changed several parts of the car.
11. I shall return the book to the library next week.
12. Siew Moi will sing this song in the contest tomorrow night.
13. They will finish their homework this afternoon.
14. We will charter a bus to Port Dickson next weekend.
15. Will she sew the dresses?
16. My school is organising a fun fair to raise funds.
17. The mechanic is not repairing my car.
18. The tailor is sewing the clothes now.
19. The workers are painting the house at present.
20. My parents are advising me to work hard.
21. My teacher was reminding me to hand in my homework on time.
22. The police were stopping the cars at the checkpoint.
23. The coach was training the hockey players.
24. The farmers were harvesting the paddy crop.
25. The Prime Minister was giving a speech on national unity.
26. He has eaten five apples already.
27. Mr Lim has not made any cakes before.
28. I have sent many new year cards to my friends.
29. John did not attend the English class last year.
30. She has grown many flowers in her garden.

TIPS

The man **has worked** for the whole morning. (wrong)
The man **has been working** for the whole morning. (right)

Direct and Indirect Speech

1. In a **Direct Speech**, the **actual words of the speakers** are used.

2. The speaker's words and the final punctuation mark are always placed within the quotation marks.

3. Direct Speech begins with a **capital letter**.
   Examples:
   Ranjit said, "We are going to play hockey this evening."
   "Shall we have dinner now?" Eng Pin asked.

4. The name of the person addressed is separated from the other words in the statement by **commas**.
   Examples:
   Dikesh said, "Uncle Vipin, let's play with the firework."
   "You're late, Ho Peng, as usual," his colleague said.

In **Indirect Speech**, we report the words of the speaker; we do not give his exact words. When we change statements from direct speech to indirect speech, we must note the following:

1. We **do not use any quotation marks or comma after reporting verb**. The word **'that'** is usually used after the verb.
   Example:
   Direct Speech: I told him, "I'll visit you."
   Indirect Speech: I told him **that** I would visit him.

2. We **change the tense one step back into the past** since we make the report after the actual words were spoken:

Direct Speech	**Indirect Speech**
He said,	He said that
"I eat."	he ate.
"I am eating."	he was eating.
"I shall eat."	he would eat.
"I was eating."	he had been eating.
"I ate."	he had eaten.
"I have eaten."	he had eaten.

1. We **do not change the tense** when:

- the reporting verb is in the **Simple Present**.
  Example:
  Direct Speech: She says, "**I will give** him the news."
  Indirect Speech: She says that **she will give** him the news.

- the statement is a **general truth**.
  Example:
  Direct Speech: The teacher said, "The sun **rises** in the east."
  Indirect Speech: The teacher said that the sun **rises** in the east.

- the action is **still going on** or **will take place**.
  Examples:
  Direct Speech: John said, "I **am reading** the newspaper."
  Indirect Speech: John said that he **is reading** the newspaper.

  Direct Speech: "I **shall go** to Tasik Cini," Chiew Thye said.
  Indirect Speech: Chiew Thye said that she **will go** to Tasik Cini.

- word referring to **place** and **time** are usually changed.

Direct Speech	**Indirect Speech**
ago	before
now	then / at that time
next	the following
last	the previous
today	that day
yesterday	the previous day / the day before
tomorrow	the next day / the day after / the following day
this	that
these	those
here	there

- **'must'** is changed to **'had to'**, but **'mustn't'** remains unchanged.
  Examples:
  Direct Speech: The judge said, "You **must** tell the truth here and now."
  Indirect Speech: The judge said that you **had to** tell the truth there and then.

Direct Speech: Lalitha said, "I **must** finish my work by tomorrow."
Indirect Speech: Lalitha said that she **would have to** finish her work by the next day.

Direct Speech: The man said, "You **must not** come here again."
Indirect Speech: The man said that she **must not** go there again.

- the correct **pronouns** and **possessive adjectives** must be used in Indirect Speech.
  Examples:
  Direct Speech: "**I** shall do whatever **I** like in **my** free time," Moi Yin said.
  Indirect Speech: Moi Yin said that **she** would do whatever **she** liked in **her** free time.

  Direct Speech: He told me, "**I** used **your** dictionary when **you** weren't her."
  Indirect Speech: He told me that **he** had used **my** dictionary when **I** had not been there.

Exercise 3

*Change the following into **Indirect Speech**, making the necessary changes.*

1. "There was an accident at this junction last night," Mr Tan said.
2. Her brother says, "I shall see Chung Ping tomorrow."
3. He said, "I won't forgive her unless she apologises."
4. Chee Onn said, "We must go now as the train will arrive soon."
5. "I know this neighbourhood well," he told me. "I'll show you around."
6. The teacher said to us, "You mustn't believe everything you hear."
7. "Honesty is the best policy," my parents often say.
8. The villagers said, "We've lost everything in the fire."
9. My friend said, "I'm going to Taiwan for my holidays in November."
10. The Prime Minister said, "We must co-operate so that we can have peace, progress and prosperity."

Writing

A *Why is wildlife conservation important? Discuss with your partner. You may like to use the following mind map to generate your ideas.*



B *Using the points you have listed, write a composition in not less than 120 words on the importance of wildlife conservation.*

WRITING TIPS

Remember to use appropriate sentence connectors to express yourself.

To add ideas:
- a) Besides (that),
- b) Furthermore,
- c) Moreover,
- d) Apart from this,
- e) In addition (to that),

To show results:
- a) Therefore,
- b) Consequently,
- c) As a result,
- d) Hence,
- e) Thus,

Summary

Read the passage on pages 64-65 again and write a summary on ***how we can conserve and preserve our endangered wildlife****.*

Your summary must:

- **not be more than 60 words**.
- be in **continuous writing** (prose form).
- be written in **one** paragraph.

Use your own words as far as possible without changing its original meaning.

Sound System

/ʊ/ and /u:/ Sounds

/ʊ/	/u:/
l**oo**k	L**u**ke
h**oo**d	wh**o**
t**oo**k	t**oo**
w**oo**d	w**oo**ed
s**oo**t	s**ui**t
f**oo**t	f**oo**d
sh**ou**ld	sh**oo**ed
c**ou**ld	c**oo**ed
f**u**ll	f**oo**l
p**u**ll	p**oo**l

A Repeat the above words after your teacher. Listen for the difference between the /ʊ/ and the /u:/ sounds.

B Do you know which words in the sentence below have the /ʊ/ or /u:/ sound?

1. He is a wolf in sheep's clothing.
2. Do you want to look foolish?
3. It's not good for June to swim in the pool.
4. Where did you put your clothes and shoes?
5. The proof of the pudding is in the eating.

Stress Patterns (Sentences)

In *English Junior Middle* 2, Unit 12, you have learned Stress Patterns 3 and 4.

Stress Pattern 3: • ● • •
He wanted it.

Stress Pattern 4: ● • • ●
He wanted it.

Here are two more stress patterns. Listen carefully as the teacher reads the following Stress Patterns.

Stress Pattern 5: • ● • • •

Examples:

1. • ● • • •
   I've eaten them all.
2. • ● • • •
   We had to do it.
3. • ● • • •
   He wanted us to.

Stress Pattern 6: • ● • ●

Examples:

1. • ● • ●
   I think he may.
2. • ● • •
   She tied it up.
3. • ● • ●
   He had to go.

Use one of the above patterns for each of the sentences below.

1. I've written to them.
2. We know what it is.
3. I gave it to her.
4. It's necessary.
5. I think it will rain.
6. It's hard to say.
7. She took it off.
8. They put them on.
9. They mustn't know.
10. It's all for you.

Enrichment

HANGMAN

Common English words

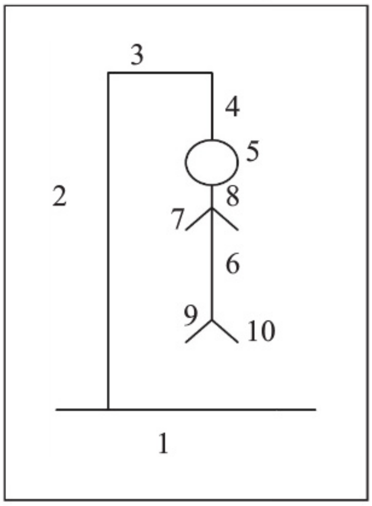
Write the letters which you think are in the "mystery word." If you make 5 wrong guesses, the man will be hanged.

Hints:

1. Start with the most commonly-used letters, "e" or "t"
2. Remember every word needs a vowel: a, e, i, o, u
3. Remember commonly-seen letter combinations: th, nd, ing, st, ch, ...

1. __ __ __ often used in asking questions or in the past
2. __ __ __ __ __ __ __ use it for telling the reason
3. __ __ __ __ past tense of 'go'
4. __ __ __ __ __ __ when you ask for a favour, you will need to use this word
5. __ __ __ __ another word that has the same meaning as 'got'
6. __ __ __ the possessive adjective of 'we'
7. __ __ __ __ a preposition which means 'close by'
8. __ __ __ __ use it in the present perfect tense
9. __ __ __ __ __ the opposite of 'before'
10. __ __ __ __ __ the possessive adjective of 'they'
11. __ __ __ a preposition used to talk about duration
12. __ __ __ __ past tense of 'say'
13. __ __ __ __ __ past tense of 'can'
14. __ __ __ __ another word for 'several'
15. __ __ __ __ comparative of 'many'
16. __ __ __ __ __ number one
17. __ __ __ __ the object pronoun of 'they'
18. __ __ __ used in negative sentences
19. __ __ __ __ __ __ the synonym of 'small'
20. __ __ __ the definite article

Picture of a hangman



Word List

1. anxiously	dengan bimbangnya	紧张的
2. breeding	pembiakan	繁殖
3. captured	ditangkap	被抓
4. conservation	pemeliharaan/pemuliharaan	保护
5. corals	batu karang	珊瑚
6. disappeared	lesap/hilang	消失不见
7. diversity	kepelbagaian	多样化
8. greedy	tamak	贪婪
9. in conjunction with	sempena	连同
10. launched	dirasmikan/dimulakan	开幕/推介
11. logging	pembalakkan	伐木
12. precious	berharga	珍贵
13. rare	jarang	很少
14. traded	dibeli/dijual	被售卖
15. truancy	ponteng sekolah	逃学

Unit 5 Poems

- Poems
- The Present Perfect Continuous Tense
- /n/ and /ŋ/ Sounds
- Intonation: Asking Factual Questions
- Newspaper in Education



What are poems? Name the poets that you like. Why? Do you like them?

Listening

A 1. *Listen to the poetry recital and the dialogue between Gillian and Sher Wei. Then answer the questions below.*

2. *Put a (√) if the statement is true and a (X) if the statement is false.*

1. The title of the poem is "Flower" (   )
2. Gillian was trying to understand the poem. (   )
3. There are three stanzas in the poem. (   )
4. The author likens a rose to a girl. (   )
5. The author is probably a male. (   )
6. The girl mentioned in the poem is the author's wife. (   )
7. Sher Wei dislikes poems. (   )

B 1. *Listen to Pei Chin and Daljit's interview with Mr Fong Heng Seng, a well known poet.*

2. *Listen to the conversation again and then fill in the blanks below.*

Mr Fong Heng Seng is a poet. He started writing poems when he was (1)________ ________. However, Mr Fong only became a poet (2)________ ten years ago when he joined (3)________. Mr Fong likes to write about his (4)________ which also includes the people he meet. According to Mr Fong, many students do not like poems because they (5)________ the poems. In order to truly understand poems, Mr Fong says that we have to (6)________ so that we will be able to feel the poems and enjoy (7)________ them.

Speaking

A Expressions

Reasoning and Making Inferences



It could mean that...

Perhaps the author is trying to say that…

I think that the author is talking about…

I wonder if the underlying meaning is…

It is possible that the meaning of this is…

If I'm not mistaken, the first stanza of the poem refers to…

B *Try to guess the meaning of the poems below with the help of a friend. You may use any of the expressions above.*

Poem 1



The weather changes and darkness comes
The ware crash over and over again
The road stretches like no other
And the weak start to tine and be weary

But the sun will shine once again
The sea will be calm and the waters still
And joy will fill the air
So there's nothing we can't bear



Poem 2

Clothes and food and everything good
He will provide regardless of his mood
Study well and his pride will swell
Steal and cheat and there goes his alarm bell
Fierce as a tiger he may be
But I know he'll always be there for me

Discussion

Discuss what you would write about if you were a poet and present your idea to the class.

Reading

A *Read the following poem.*

I WANDERED LONELY AS A CLOUD
by William Wordsworth

I **wandered** lonely as a cloud
That floats on high o'er **vales** and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars
that shine and twinkle on the Milky Way,
They stretched in never-ending line
along the margin of a bay:
Ten thousand saw I at a **glance**,
tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in **glee**:
A poet could not but be gay,
in such a **jocund** company:
I gazed - and **gazed** - but little thought
what wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in **pensive** mood,
They flash upon that inward eye
Which is the **bliss** of **solitude**;
And then my heart with pleasure fills,
And dances with the daffodils.

Vocabulary Check

breeze – wind
milky way – galaxy
gay - happy



B *Look up the meanings of the words.*

1. wandered - ____________________
2. vales - ____________________
3. fluttering - ____________________
4. glance - ____________________
5. glee - ____________________
6. jocund - ____________________
7. gazed - ____________________
8. pensive - ____________________
9. bliss - ____________________
10. solitude - ____________________

C *In your own words, paraphrase what the poet is saying in each stanza.*

Stanza 1: ____

____

____

Stanza 2: ____

____

____

Stanza 3: ____

____

____

Stanza 4: ____

____

____

D Circle the best answer from the options provided.

1. What are daffodils?
   - **A** They are yellow flowers with a crown shaped like a star.
   - **B** They are yellow flowers with a crown shaped like a cloud.
   - **C** They are yellow flowers with a crown shaped like a trumpet.
   - **D** They are yellow flowers with a crown shaped like a guitar.

2. In stanza 1, where was the persona?
   - **A** Near a river
   - **B** Near a hill
   - **C** Near a lake
   - **D** Near a park

TIPS

- **Persona** - the speaker in the poem; it may not be the poet himself

3. What did the persona see there?
   - **A** Butterflies
   - **B** Daffodils
   - **C** Stars
   - **D** Clouds

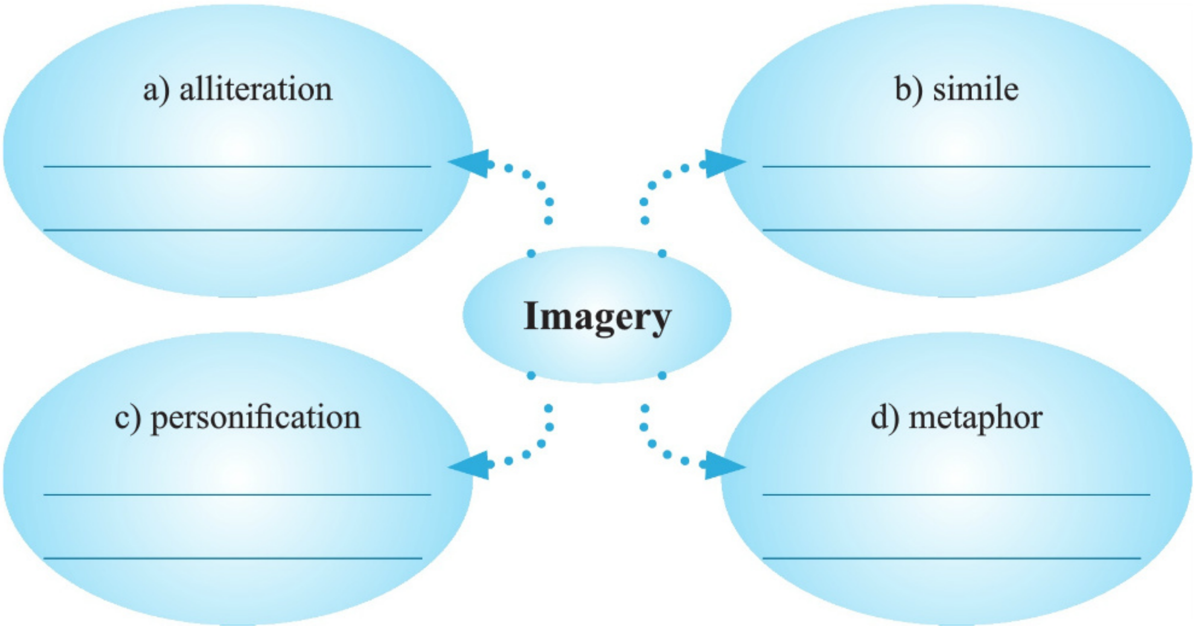
4. How many daffodils did the persona see there?
   - **A** One thousand daffodils
   - **B** Five thousand daffodils
   - **C** Ten thousand daffodils
   - **D** Twenty thousand daffodils

5. Why were the daffodils 'fluttering and dancing' beneath the trees?
   - **A** They were happy to see the stars.
   - **B** They were following the waves.
   - **C** They were welcoming the persona.
   - **D** They were blown by the wind.

6. What is the rhyme scheme of the poem?
   - **A** a-b-a-b-c-c
   - **B** a-a-b-b-c-c
   - **C** a-b-c-a-b-c
   - **D** a-b-b-a-c-c

E *Answer the following questions based on the poem.*

1. Find examples of the following in the poem:



2. a) What do the first three stanzas of the poem focus on?

   b) What does the last stanza of the poem focus on?

3. What is the main theme of the poem?

4. Why do the daffodils remind the persona of the Milky Way?

5. What does the persona mean by ‘I gazed - and gazed - but little thought what wealth the show to me had brought’?

6. When does the persona realise that he truly appreciates the beauty of the daffodils?

Alliteration

Alliteration is the repetition of consonant sounds at the beginning of several words in the same phrase. This repetition produces a rhythmic and musical effect.

e.g. *P*eter *P*iper *p*icked a *p*eck of *p*ickled pepper.
They *w*ere a bunch of *w*ishy *w*ashy fools.

Simile

A simile compares two things which are similar using 'like' and 'as'.

e.g. He snores *like an earthquake*.
He is *as wise as an owl*.

Personification

When human characteristics or traits are given to non-human objects, it is called personification.

e.g. The sun *smiles* brightly.
The flowers *danced merrily*.

Metaphor

A metaphor makes a direct comparison by saying that one thing is another.

e.g. They watched their mother uncoiled her *snake* hair.
The library is a teacher to me.

Language

The Present Perfect Continuous Tense

Tense = Action + Time

	Present	**Past**	**Future**
Simple	Simple Present	Simple Past	Simple Future
Continuous	Present Continuous	Past Continuous	Future Continuous
Perfect	Present Perfect	Past Perfect	Future Perfect
Perfect Continuous	**Present Perfect Continuous**	Past Perfect Continuous	Future Perfect Continuous

This term is formed as follows:

has/have + been + present participle

This tense is used for an action which began at some time in the past and is still happening at the time of speaking.

Examples:

* The carpenter ***has been working*** the whole morning.
* The dogs ***have been barking*** since early this morning.

Exercise 1

*Fill in the **Present Perfect Continuous Tense** of the verb in brackets in each blank below.*

1. He ____________________ (write) the essay since he came home from school.

2. ____________________ that girl ____________________ (stand) there for long?

3. The committee members ____________________(discuss) the same issue all afternoon.

4. We ____________________ (study) in this school for the last five years.

5. My father ____________________ (plan) to buy a new car since last year.

6. The school children ____________________ (wait) anxiously for their bus.

7. My sister ____________________ (learn) to cook western dishes.

8. How long ____________________ you ____________________ (live) in that house?

9. ____________________ it ____________________ (rain) since last night?

10. How long __________________ man __________________ (pollute) the environment?

Exercise 2

Underline and indicate the tenses in each sentences.

1. John worked in that school last year.
2. She goes to the clinic for her medical check-up every year.
3. She has been looking at the clock for the whole morning.
4. The bell has been ringing for 10 minutes but nobody answers it.
5. Tony has been married three times before.
6. Over the last 50 years, there have been many changes in our communications technology.
7. Sue has gone to London to meet her family.
8. May has not been invited to that party.
9. I have not seen my relatives since last Thanksgiving Day.
10. It has been a long time since my team won the championship.

Writing

A *Choose one of the following subjects and write a poem on it.*

LOVE	**BOOKS**	**SCHOOL**
MY FAMILY	**FOOD**	**HANDPHONES**
SPORTS	**HERO**	**FRIENDS**
MALAYSIA	**HAPPINESS**	**MY TEACHER**

e.g. **Colours** **by Christina Rossetti**

What is pink? a rose is pink
By a fountain's brink.
What is red? a poppy's red
In its barley bed.
What is blue? the sky is blue
Where the clouds float thro'.
What is white? a swan is white
Sailing in the light.
What is yellow? pears are yellow,
Rich and ripe and mellow.
What is green? the grass is green,
With small flowers between.
What is violet? clouds are violet
In the summer twilight.
What is orange? Why, an orange,
Just an orange!

B *Share your poem with the class.*

WRITING TIPS

1. Try to make your poem rhyme.
   e.g. I would **fly high** above the sky.

2. Use some of the imagery that you have learnt.
   e.g. Simile: He is **as happy as a lark**.
   Personification: The **sun smiles** brightly.

3. Maintain the same number of syllables in each line.
   e.g. If I were the dark knight, (6 syllables)
   I would sneak out at night, (6 syllables)
   and fight with all my might, (6 syllables)
   to keep the world all right. (6 syllables)

Summary

Read the poem on page 85 again and write a summary of the poem.

Your summary must:

- **not be more than 60 words**.
- be in **continuous writing** (prose form).
- be written in **one** paragraph.

Use your own words as far as possible without changing its original meaning.

Sound System

/n/ and /ŋ/ Sounds

/**n**/	/**ŋ**/
wi**n**	wi**ng**
ra**n**	ra**ng**
Ro**n**	wro**ng**
si**n**	si**ng**
su**n**	su**ng**
go**ne**	go**ng**
to**n**	to**ngue**
thi**n**	thi**ng**
Robi**n**	robbi**ng**
fa**n**	fa**ng**

A Can you tell the difference between the /n/ and the /ŋ/ sounds?

B Look at the sentences below and underline all the words with the /ŋ/ sound.

1. After the band, King saw the Thing running away.
2. Many animals bring up their young with tender loving care.
3. The string isn't coloured pink.
4. The bee's sting causes a swelling.
5. Pring was angry from morning to evening.

Intonation: Asking Factual Questions

Many questions begin with a **Wh**-word like **who**, **what**, **when**, **where**, **why**, **how** and **which**. We use these questions to **ask for facts**. Our tone usually **falls** at **the most important word** in the question.

Who is she?

What can I do for you?

Where are they going?

Why does he come so often?

To make our question more sympathetic and to **express warmth and interest**, we use a **rising tone** at the most important word of the question which is usually the last word.

How can we contact her?

Which is your bag?

When is your birthday?

A Use the five questions below to practise asking factual questions in a business-like manner. Change your tone at the words in bold. (They may ***not*** *be the last words in the questions.)*

1. Where do you **live**?
2. How **old** is he?
3. What do you **want**?
4. Whom should I **write** to?
5. When can I **phone** him?

B Can you ask the following questions in a warm and friendly tone?

1. Who'd like ano**ther** piece of cake?
2. What's the **mat**ter?
3. Why wasn't this **fin**ished?
4. Where were you **last** week?
5. How much does **this** cost?

Enrichment

Newspapers in Education

Activity 1:

1. Look in the Classifieds section of *The Star*.

2. Cut out one advertisement for a house for sale and paste it in your exercise book.
   Below it, write down the following information:
   - Type of house
   - Location
   - Size/land area
   - Number of rooms
   - Price

3. After this, imagine you want to sell an item that you own. Write a classified advertisement. Remember that space is limited in the Classifieds sections, so get your message across with the least number of words possible.

Activity 2:

1. Scan *The Star* to find the following:
   -a 'good news' story
   -a 'bad news' story

2. Cut them out and paste them in your exercise book.
   In the first story, circle all the words that tell you it is a 'good news' story.
   In the second story, circle all the words that tell you it is a 'bad news' story.

3. Then imagine that one of the stories involved your friend. Design a card to send to him or her.

Word List

1. beggar	pengemis	乞丐
2. bliss	kegembiraan/keriangan	福气
3. breeze	angin	微风
4. burst	bocor	爆裂
5. figure out	memahami	理出
6. floats	terapung	漂浮
7. glance	pandangan	扫视
8. officially	dengan rasminya	正式的
9. poet	penyajak/penyair	诗人
10. stanza	rangkap	（诗）段
11. swell	bengkak	肿
12. tide	air pasang/air surut	潮汐
13. wandered	merayau-rayau	漫游
14. weary	bosan/letih	疲累的
15. underlying meaning	maksud tersirat	潜在的意义

Unit 5

Unit 6

Review



Speaking

A *Circle the correct functions with the expressions provided.*

1) When will you celebrate Deepavali?
   a) Providing specific information
   b) Expressing an opinion
   c) Asking for specific information

2) I'm so thankful that we have computers!
   a) Providing specific information
   b) Expressing an opinion
   c) Asking for specific information

3) From my point of view, this is better.
   a) Making an inference
   b) Giving an opinion
   c) Asking for specific information

4) This may mean that it is better to be late than never.
   a) Making an inference
   b) Giving an opinion
   c) Asking for specific information

5) Blue whales are endangered animals.
   a) Asking for specific information
   b) Expressing an opinion
   c) Providing specific information

B Write the proper expressions based on the clues given

e.g. **Giving an opinion**
Joining community service - beneficial.
<u>In my opinion</u>, joining community service is beneficial.

1) **Providing specific information**
Christmas – 25 December

____

2) **Making an inference**
Storm – trouble

____

3) **Expressing an opinion**
Computers – necessity

____

4) **Asking for specific information**
Endangered species in the world

____

Language

Exercise 1

*Put '**a**', '**an**' or '**the**' when necessary.*

1. I am __________ student of this school.
2. We went to __________ largest mall in town to buy Sandy __________ present.
3. My mother is __________ English teacher.
4. That is __________ girl who stole the teacher's book.
5. Every night, my father listens to __________ news.
6. Haris wants to be __________ engineer when he grows up.
7. I am __________ thinnest in class but I am not __________ shortest.
8. __________ villagers found __________ elephant in the jungle.
9. My sister has __________ kitten. __________ kitten is very cute.
10. My mother hopes that I will be able to study in __________ university.

Exercise 2

*Indicate if the following italicised parts are **sentences(S)**, **clauses(C)** or **phrases(P)** from the given italicised words.*

1. Only a person *with plenty of money* can buy that house. (   )
2. *Mary had a little lamb.* (   )
3. He died in the village *where he was born*. (   )
4. I heard *of his success*. (   )
5. The man denied *that he stole the car*. (   )
6. A man *with good habits* is respected. (   )
7. *A naughty student will be punished.* (   )
8. He has worked so hard *that he needs a long rest*. (   )
9. *We shall wait for your arrival.* (   )
10. *In spite of being poor*, he was honest. (   )

Exercise 3

Identify the ***Noun****,* ***Adjectival*** *or* ***Adverbial Phrases*** *in the following sentences.*

e.g.	That is the flag **of Malaysia**.	Adjectival phrase

1. Wen Li sang with great passion. ____________________
2. I visited the house of the Prime Minister. ____________________
3. My family enjoys going for trips together. ____________________
4. Beng Lee wishes to be an engineer. ____________________
5. Mrs Lim is a lady with a pleasant personality. ____________________
6. He knew the minister with seven children. ____________________
7. She ran to the office in great hurry. ____________________
8. Valerie wants to watch a movie. ____________________
9. My father was a man of great wisdom. ____________________
10. David listens to the news with full concentration. ____________________

Exercise 4

Identity the ***Noun Clause (NC)****,* ***Adjectival Clause (Adj C)*** *or* ***Adverbial Clause (Adv C)*** *from the following sentences.*

1. No one knows who he is.
2. As he was not at home, I spoke to his brother.
3. You may sit wherever you like.
4. I do not understand how he can say such a thing.
5. He never does anything that is dishonest.
6. The man whom you saw yesterday is my uncle.
7. We thought that it would be a fine day.
8. While I was going to school, I saw an accident.
9. Don’t leave the classroom until the bell rings.
10. The girl who is wearing a yellow blouse is my sister.

Exercise 5

*Fill in the blanks with the correct **Passive Voice** of the verbs in brackets.*

1. The books ________________ (keep) in that cupboard before but the newspaper ________________ (leave) on the table.
2. The dinner ______________________ (prepare) by my mother last night.
3. Those old trees ______________________ (cut) down soon.
4. Don't go in because the room _____________________ (clean) at this moment.
5. The piano ______________________ (play) by the boy every Sunday.
6. Those machines ____________________ not ____________________ (use) at present.
7. The meeting ______________________ (hold) in the school hall tomorrow.
8. Stamps ______________________ (sell) in the post office.
9. We ______________________ (give) directions to the bus station yesterday.
10. The prizes ______________________ (present) by the Menteri Besar's wife last week.

Exercise 6

*Rewrite the sentences into the correct **Active** or **Passive Voice**.*

1. To travel to other countries, you need travel documents.
2. I have bought some souvenirs for my friends back home.
3. The complaints have been investigated and the necessary action has been taken by the Consumer Association.
4. Hotel accommodation was booked after we had purchased the airline tickets.
5. The tourist guide was advising us to go to the hill resort in Cameron Highlands.

Exercise 7

*Change the following into **Indirect Speech**, making the necessary changes.*

Part A

1. "You are late again!," Mrs Lee told Hamid.
2. "I missed the bus because I overslept," Hamid said.
3. "Yesterday, you were late for class as well," said Mrs Lee.
4. Hamid replied, "I'm sorry, Mrs Lee. I will not be late tomorrow".
5. Mrs Lee said, "You mustn't be late or I will send you to the principal's office.

Part B

1. "Please allow me to go to the party," Fred said to his mother.
2. Fred's mother replied, "You should ask your father. I am busy now".
3. "Father is so fierce, I'm afraid of him," Fred complained.
4. His mother said, "Your father's bark is worse than his bite."
5. Fred said, "I shall try to ask him after dinner."

Writing

A With a partner, use the following word to list as many new words as you can possibly form. Each letter in the word can only be used once in the new word.

e.g. **A C C O M M O D A T I O N**

a) common

b) commotion

R E V O L U T I O N A R Y

1. ______________ 11. ______________

2. ______________ 12. ______________

3.. ______________ 13. ______________

4. ______________ 14. ______________

5. ______________ 15. ______________

6. ______________ 16. ______________

7. ______________ 17. ______________

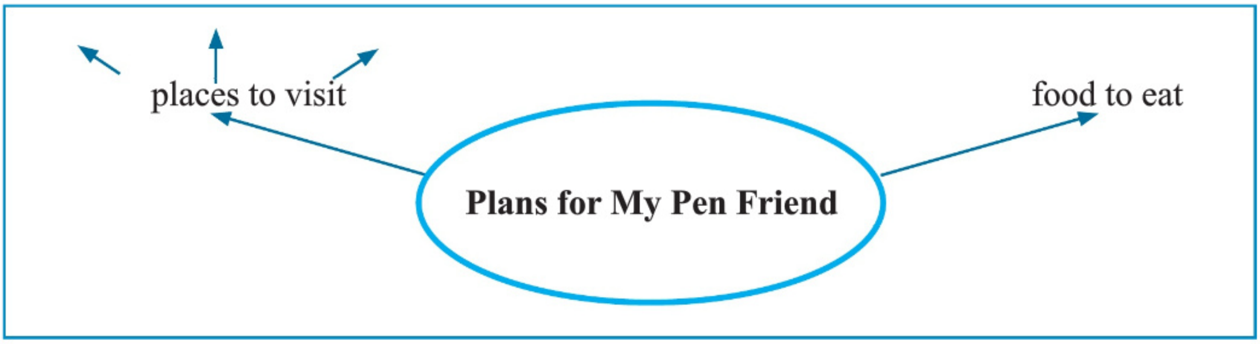
8. ______________ 18. ______________

9. ______________ 19. ______________

10. ______________ 20. ______________

B *Let's challenge ourselves. Using all the new words that you have formed in Exercise A, write a story in not less than 120 words. Make your story as interesting as possible.*

C *Your pen friend from Australia is thinking of visiting you for a holiday. Write a letter telling him or her the interesting places that you plan to take him or her to visit, what to do and what to eat there. You may use the following mind map to generate your ideas first.*



D *Using the points you have listed above, write the letter in about 100 words.*

WRITING TIPS

When writing an informal letter, remember to follow the following format:

30, Jalan Damai 2,
Taman Damai,
Cheras,
56000 Kuala Lumpur.

20 September 20_ _

Dear ________,

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

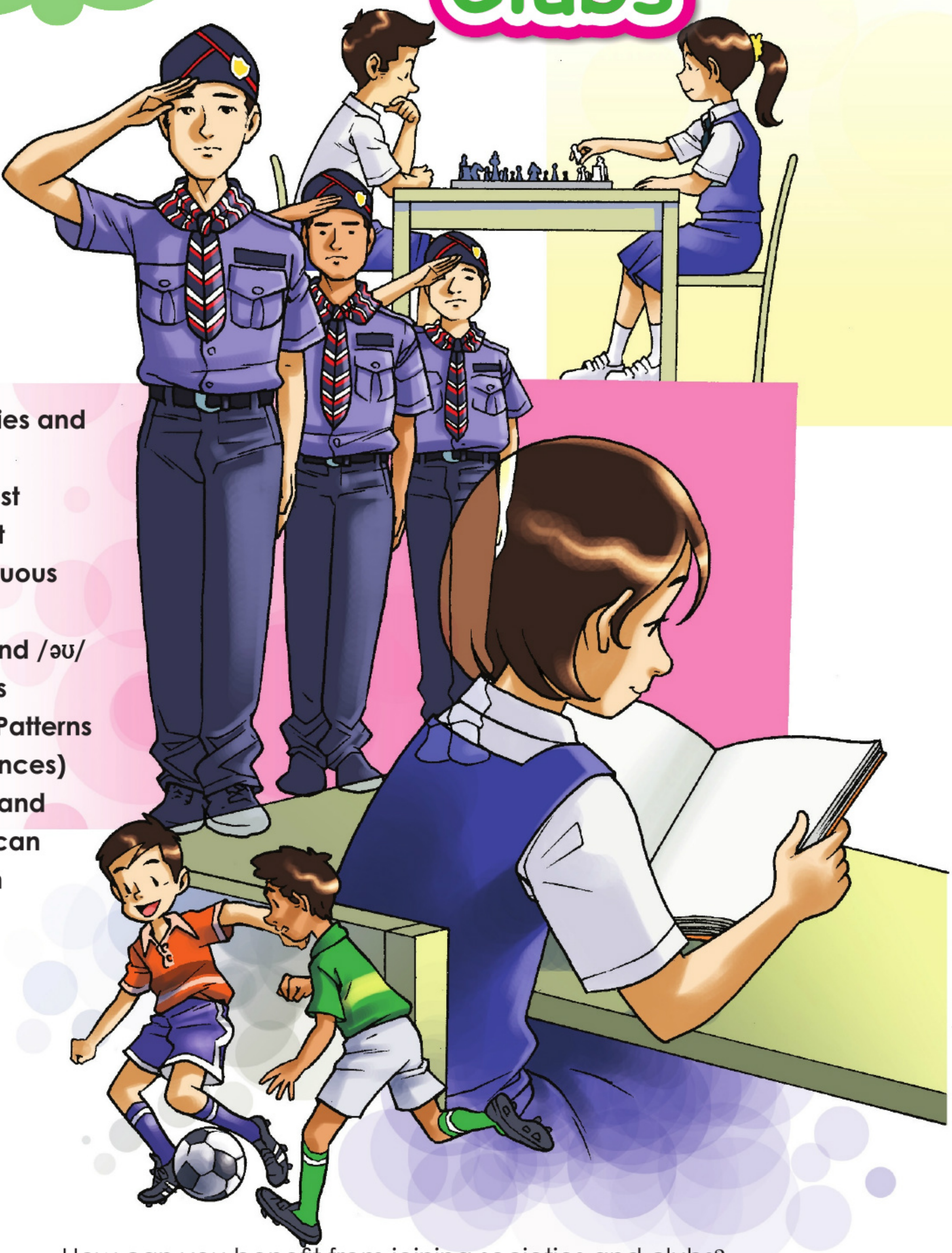
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

Your friend,
Signature

Unit 6

Unit 7

Societies And Clubs



- Societies and Clubs
- The Past Perfect Continuous Tense
- /ɑʊ/ and /əʊ/ Sounds
- Stress Patterns (Sentences)
- British and American English

How can you benefit from joining societies and clubs?

Listening

A Ahmad, Linda and Tze Ling are sharing their opinions about societies and clubs. Listen to their conversation and then answer the questions below.

1. Give two reasons why Linda wants to join the Chess Society.

2. Which society is Tze Ling going to join?

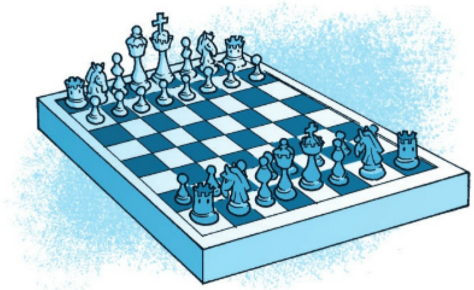
3. Why can't Ahmad decide which society to join?

4. Who should join the Scouts movement?

5. What are the benefits of joining the St John's Ambulance?

6. Which society did Ahmad finally decide to join? Why?









B *1. Listen to the talk given by Ms Kong Phooi Sun on the benefits of joining societies and clubs.*

2. Listen to the talk again and fill in the blanks below.

Ms Kong Phooi Sun is the (1) ________________ of the societies and clubs in the school. She gave a speech on the (2) ________________ of joining societies and clubs in school. It is (3) ________________ for Junior Middle Two and Three students to be a member of at least (4) ________________ club or society. Many students have not followed this rule because they are (5) ________________ of the reasons why they need to join (6) ________________ activities. In class, students have less (7) ________________ to practise social and leadership skills like communication, time (8) ________________ and team work. These skills are important when they start working in the future. When students are active in co-curricular activities, they can learn and practise those valuable skills. Being active in one or two clubs or societies will not (9) ________________ students' studies if they know how to manage their time well. To have a successful career, students need to have both knowledge and soft skills.

Speaking

A Expressions

Talking about Societies and Clubs

Which	society / club	do you wish to join? are you interested in?
What	do	the members do in the club / society?
	is	the aims of this club?
How	many	members are there in your ______________ ?

I	join am a member of am interested in	the ______________.
The members	organise carry out	events like ____________.
	perform	activities such as ________.
The aims	of the club are	to____________________.
There	are	_________ members.

TIPS

You can use wh-questions when asking questions:
- Who
- What
- When
- Where
- Why
- How

DID YOU KNOW?

A society or club is an organisation whereby people with the same interest gather and take part in shared activities.

B *Read and understand the description below.*

Description

My name is May Law. I'm 16 years old and I'm a student of Sekolah Menengah Jin Peng in Johore. I am a member of the Photography Society and the Gymnastics Club. I like being a member of the Photography Society because I get to take photos of all kinds of people and places. Besides, I also get to travel. The only thing I dislike is that I have to spend a lot on developing and printing the photos. I attend gymnastic practices every Tuesday at 8 am. I love doing gymnastics because it is fun and relaxing. However, I wish the gymnastic practice is at 10 am instead because I don't like waking up so early.

C *Choose one of the societies or clubs below and describe it. You may refer to the description above.*

1. Economics Society
2. Chess Club
3. Maths and Science Club
4. Nature Club
5. Chinese Society

Discussion

Create your dream society or club. Brainstorm the activities the members could carry out. Present your ideas to the class.

Reading

A *Read the following passage.*



The International Committee of the Red Cross (ICRC) was founded by Henry Dunant, a Swiss entrepreneur, in Geneva, Switzerland. Today, the ICRC has become a globally recognised humanitarian movement with approximately 97 million volunteers.

In June 1859, Dunant was on his business trip to meet the French Emperor Napoleon III in Italy. During his trip, he witnessed the Battle of Solferino where approximately 40,000 soldiers on both sides perished in the battle or were left wounded on the battleground. Shocked by the sight of the innumerable wounded soldiers suffering in pain with hardly any medical assistance, he immediately called off his meeting with the emperor and went to provide treatment for those wounded soldiers for several days. When he returned to his hometown, he penned down the human sufferings that he had witnessed and spearheaded the development of international treaties to provide medical assistance to wounded soldiers without discrimination. Four years later, ICRC was established.

Among some of ICRC's primary aims were to protect neutral medics and wounded soldiers and to despatch volunteers for relief assistance on the battlefield. These volunteers were easily recognised with the universal protection symbol for medical staff in the field. The

protection symbol of a Red Cross on white background was a reversal colour of the Swiss national flag and adopted to honour its Swiss founder. In 1864, Charles van de Velde, a captain of the Dutch Army, became the pioneer neutral delegate to work under the symbol of the Red Cross in a battle. However, during the Russo-Turkish War in the 1870s, an alternative and accepted protection symbol of the Red Crescent was used as some believed that the cross would alienate its Muslim soldiers.

Over the years, the ICRC has expanded its missions to include providing assistane in emergencies such as epidemics, natural and manmade disasters. The ICRC has withstood the test of time by being a beacon of light in times of human sufferings. Therefore, ICRC all over the world commemorates World Red Cross Day on May 8 every year to mark its founder's birthday.

Vocabulary Check

despatch – send
delegate – representative
epidemics – diseases

B Complete the words with the help of the clues. The words are found in the passage.

Column A Clue	Column B Word
1. businessman	_ _ _ _ _ _ _ _ _ _ _ _
2. died	_ _ _ _ _ _ _ _
3. a lot of	_ _ _ _ _ _ _ _ _ _ _
4. led	_ _ _ _ _ _ _ _ _ _ _
5. another option	_ _ _ _ _ _ _ _ _
6. remembers	_ _ _ _ _ _ _ _ _ _ _ _

C *Fill in the blanks with the correct words from **Column B** in **Exercise B**.*

1. If this idea does not work, we may need an ________________ plan.

2. The construction has to be stopped due to ________________ problems.

3. The management of the company ________________ its founder by building a statue at the main entrance of the company building.

4. Teck Ming hopes to be a successful ________________ by the age of 25.

5. Thousands of people ________________ in the earthquake in Indonesia.

6. The publicity event was ________________ by the Marketing Manager.

D *Circle the best answer from the options provided.*

1. Who founded ICRC?
   A Napoleon III
   B Henry Dunant
   C Charles van de Velde
   D The wounded soldiers

2. What shocked him during his trip to Italy?
   A He saw a lot of soldiers dead and wounded in a war.
   B He saw the French Emperor Napoleon III fighting in a war.
   C He saw the French Emperor Napoleon III killed in a war.
   D He saw a lot of doctors treating the wounded soldiers.

3. What did he do when he went back to his hometown?
   A He could not sleep peacefully for several days.
   B He took a medical course at the university.
   C He wrote a book on what he saw at the war.
   D He got more people to help the wounded soldiers.

4. When was ICRC established?
   A 1859
   B 1863
   C 1864
   D 1870

5. Why was the colour of the Swiss national flag used in the ICRC's protection symbol?
   A There were no other suitable colours available in Switzerland.
   B The colour was attractive and popular in Switzerland.
   C It was used to honour Dunant who came from Switzerland.
   D The founder of ICRC only liked the colours of the Swiss national flag.

6. Which of the following situations would **NOT** require ICRC to despatch volunteers for relief assistance?
   A Flood
   B Earthquake
   C Tsunami
   D Burglary

E Answer the following questions based on the passage.

1. Why did Dunant go to Italy in June 1859?

2. How did he feel when he saw the wounded soldiers on the battlefield?

3. Where is his hometown?

4. What were ICRC's primary aims?

5. Why was there a need for another protection symbol of the Red Crescent apart from the original symbol of the Red Cross?

6. Why does ICRC commemorate World Red Cross Day on May 8 every year?

Language

The Past Perfect Continuous Tense

Tense = Action + Time

	Present	**Past**	**Future**
Simple	Simple Present	Simple Past	Simple Future
Continuous	Present Continuous	Past Continuous	Future Continuous
Perfect	Present Perfect	Past Perfect	Future Perfect
Perfect Continuous	Present Perfect Continuous	**Past Perfect Continuous**	Future Perfect Continuous

This term is formed as follows:

had + been + present participle

This tense is used:

1. to show an action that had been continuing for some time before another action in the past.

   Examples:
   * It ***had been raining*** for an hour before ***I went*** out.
   * They ***had been collecting*** materials for two weeks before they ***wrote*** the report.

2. to show a repeated action.

   Examples:
   * The police ***had been trying*** to contact the foreigner.
   * He ***had been looking*** for a job for the last two years.

Exercise 1

*Fill in the blanks below with the **Past Perfect Continuous Tense** of the verb in brackets.*

1. My sister ____________________ (iron) clothes for half an hour before she had her dinner
2. The water ____________________ (boil) for about ten minutes before I turned off the stove.
3. The man said that he ____________________ (live) in that house since 1990.
4. The children ____________________ (prepare) for weeks before the concert was held.
5. The woman looked tired as she ____________________ (work) for several hours.
6. We ____________________ (complain) for a few weeks before the Municipal Council repaired the burst pipe.
7. My brother ________________ (try) to solve the problem ever since he was informed about it.
8. The beggar ____________________ (stand) there for two hours before he was given any food.
9. Although the teacher ____________________ (advise) him to study hard, he turned a deaf ear.
10. The police ____________________ (look) for the robber for two years before they caught him.

Exercise 2

*Complete the following sentences using **Past Perfect Continuous**.*

1. She ____ for so many years.
2. They ____ last year.
3. The man ____ before he went home.
4. The farmers ____
5. Mr and Mrs Smith ____

Writing

A *What are the different types of co-curricular activities available in your school? What are the benefits of joining them? Discuss with your partner and use the following mind map to generate your ideas.*



B *Using the points you have listed above, write a composition in not less than 120 words on the benefits of joining co-curricular activities.*

WRITING TIPS

You may organise your essay as follows:

Introduction What are the types of co-curricular activities that are available in schools?

Body
- First benefit of joining co-curricular activities
- Second benefit of joining co-curricular activities
- Third benefit of joining co-curricular activities

Conclusion In your opinion, should students join co-curricular activities in schools?

Summary

*Read the passage on pages 114-115 again and write a summary on **how the International Committee of the Red Cross was established**.*

Your summary must:

- **not be more than 60 words**.
- be in **continuous writing** (prose form).
- be written in **one** paragraph.

Use your own words as far as possible without changing its original meaning.

Sound System

/aʊ/ and /əʊ/ Sounds

/aʊ/	/əʊ/
now	no
how	hoe
howl	hole
couch	coach
town	tone
rout	wrote
sow	sew
doubt	dote
foul	foal
pouch	poach

A *Repeat the above words after your teacher. Listen for the difference between the /aʊ/ and the /əʊ/ sounds.*

B *Practise saying these sentences with your teacher. Can you tell the difference between the /aʊ/ and the /əʊ/ sounds?*

1. When in Rome, do as the Romans do.
2. Joe spoke in a low tone with his foe.
3. Mr Brown threw four coins into the fountain.
4. The boat floated towards the pole.
5. The poacher caught the fowl by throwing a net over it.

Stress Patterns (Sentences)

In Unit 4, you have learned Stress Patterns 5 and 6.

Stress Pattern 5: We had to do it. (• ● • • •)

Stress Pattern 6: He had to go. (• ● • ●)

Here are two more stress patterns. Listen carefully as the teacher reads the following stress patterns.

Stress Pattern 7: • ● • • ●

Examples:

1. I wanted to know. (• ● • • ●)
2. He told me he would. (• ● • • ●)
3. The engine won't start. (• ● • • ●)

Stress Pattern 8: ● • • • ●

Examples:

1. Follow my advice. (● • • • ●)
2. Half of them have left. (● • • • ●)
3. How is Uncle Lee? (● • • • ●)

Match each of the sentences below with either Stress Pattern 7 or Stress Pattern 8.

1. Put it on the shelf.
2. Why has no one come?
3. She asked me to go.
4. I'll see to it now.
5. It used to be mine.
6. He can't pay me back.
7. Ask him what he wants.
8. Tell me what you know.
9. Try to do it now.
10. It isn't allowed.

Enrichment

British and American English

A *Sometimes different words are used in British English and American English for the same thing. Write down the missing British English or American English words. The first letter of each word is given.*

British English Words	American English Words
e.g. aeroplane	airplane
1. p _ _ _ _ _ _ _ _	sidewalk
2. taxi	c _ _
3. m _ _ _ _ _ _ _ _ _ _ _	cell phone
4. t _ _ _	streetcar
5. a _ _ _ _ _	fall (season)
6. lift	e _ _ _ _ _ _ _
7. flat	a _ _ _ _ _ _ _ _
8. underground railway	s _ _ _ _ _
9. p _ _ _ _ _	gasoline
10. r _ _ _ _ _ _	railroad
11. c _ _ p _ _ _	parking lot
12. pharmacy	d _ _ _ _ _ _ _ _
13. s _ _ _	store
14. holidays	v _ _ _ _ _ _ _
15. b _ _ _ _ _ _ _	cookies
16. p _ _ _ _ _ c _ _ _ _	French fries
17. lavatory/toilet	r _ _ _ _ _ _ _
18. s _ _ _ _ _	candy
19. m _ _ _ _	corn
20. film	m _ _ _ _

Note

For examination purposes in our country, you are advised to use British English words.

B *Here is a list of English words with American spelling. Write down the British spelling for each of them.*

American	British
1. meter	
2. jewelery	
3. neighborliness	
4. sulfur	
5. vapor	
6. instal	
7. flavor	
8. liter	
9. tire	
10. plow	
11. advisor	
12. math	
13. quarreled	
14. toward	
15. color	
16. cancelation	
17. gray	
18. aluminum	
19. dialog	
20. harbor	

Word List

1. alienate	mengasingkan	疏远
2. alternate	selang	间隔的
3. commemorates	memperingati	纪念
4. discrimination	diskriminasi	歧视
5. epidemics	epidemik	流行性的病
6. equipped	memperlengkapi	装备
7. founded	ditubuhkan	创立
8. humanitarian	kemanusiaan	人道的
9. innumerable	tidak terkira	无数的
10. penned	menulis	写
11. perished	terkorban	丧生
12. pertinent	bersangkutan	相关的
13. spearheaded	mempelopori	带头
14. venue	tempat	地点
15. volunteers	sukarelawan	自愿者

Unit 7

Unit 8 Architecture

- **Architecture**
- **Conjunctions**
- **/ɪə/** and **/eə/** Sounds
- Intonation: Making Questions Out of Statements
- Suffixes and Prefixes



What are some examples of famous architecture in your country? Compare them with the world famous architecture.

Listening

A Listen to the interview with Mr Kim and then answer the questions below.

1. Who are the two students who interviewed Mr Kim?

   ______________________________.

2. What is Mr Kim's profession?

   ______________________________.

3. Where was Mr Kim's father working?

   ______________________________.

4. Where and when did Mr Kim complete his Master's degree?

   ______________________________.

5. Why did Mr Kim return to Malaysia?

   ______________________________.

6. What does an architect do?

   ______________________________.

7. What else does an architect do besides deciding how a building should look like?

   ______________________________.

8. What is Mr Poang Kim's advice to those who want to become architects?

   ______________________________.

DID YOU KNOW?

The Pisa Tower in Italy is the one and only freestanding bell tower which is leaning.

B 1. *Yee Mun, Aishah and Rajes are talking about interesting buildings in Malaysia. Listen to their conversation.*

2. *Listen to the conversation again and then fill in the flow chart below with the help of a friend.*



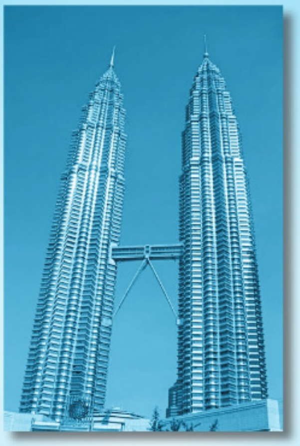
- Design: ______________________
- Year built: ______________________
- Location: ______________________



- Colour: ______________________
- Number of floors: ______________________
- Architect: ______________________
- Design: ______________________



- Location: ______________________
- Design: ______________________
- Year built: ______________________
- Special feature: ______________________
- Special use: ______________________



- Height: ______________________
- Design: ______________________
- Number of floors: ______________________
- Special feature: ______________________

Speaking

A Expressions

Describing Buildings

What	is	the name of the building? the height of the building?
Where	is	the location of the building? the building located?
When	was	it built?
How many	floors elevators escalators	are there in the building?

<table>
<tr><td>The building</td><td rowspan="3">is</td><td>called the ______________.</td></tr>
<tr><td>The name of the building</td><td>the ______________.</td></tr>
<tr><td>The height of the building</td><td>______________ metres.</td></tr>
<tr><td>The location of the building</td><td rowspan="2">is</td><td>______________________________.</td></tr>
<tr><td>The building</td><td>located at ______________.</td></tr>
<tr><td>It</td><td rowspan="2">was</td><td>built in ______________.</td></tr>
<tr><td>The building</td><td>completed in the year ______________.</td></tr>
<tr><td>There</td><td>are</td><td>______________ floors.
______________ elelvators.
______________ escalators.</td></tr>
</table>



TIPS

A **building** is a structure with walls and a roof. Tall buildings in cities are also known as skyscrapers.



B Practise the conversation below with two of your friends. Pay attention to the phrases which are underlined.

Ning Li : My favourite building is the Cheng Hoon Teng Temple in Malacca.

Shirley : Cheng Hoon Teng Temple?

Ning Li : Yes. Its design is unique. I believe that when the temple was built, it was **strongly influenced by** Feng Shui.

May Ying : What I know is the temple was built by migrant workers who came to Malaysia from China's southern provinces, Fujian and Guandong.

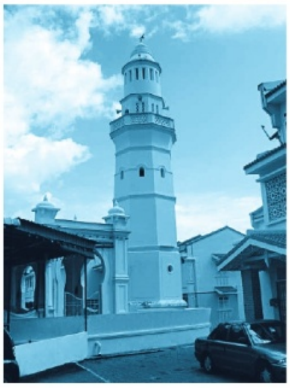
Shirley : Oh, no wonder it **reflects the culture and heritage** of China! I like the Ipoh Railway Station in Perak.

May Ying : I like that building too. The structure of the railway station **is based on** Moorish architecture.

Ning Li : I see. Now I know why the building has Islamic characteristics.

C Choose a building below and write out a conversation to describe the building. Refer to the previous discussion and use the expressions which are underlined and highlighted to describe the building.

	
• Dutch architecture	• Chinese and Mahayana Buddhism

	
• European architecture	• Achehnese, Anglo – Indian, Chinese features

Discussion

Imagine that you are an architect and you have been asked to design a building. Draw out your building on a piece of paper and describe your building in class.

Reading

A *Read the following passage.*



The United Arab Emirates, or UAE in short, is located on the Persian Gulf. Within three decades since it was formed in 1971, the country flourished with its ever increasing international commerce and tourism. Among the seven emirates that make up the UAE is Dubai, a fast-developing modern city with magnificent skyscrapers. Amidst the concrete jungle of Dubai stands Burj Al Arab, the only 'seven-star' hotel in the world.

Burj Al Arab stands majestically at 321 metres. What makes this tower unique is that the building itself is built on an artificial island approximately 280 metres off Jumeirah beach. To gain access to the hotel, one has to use a private curving bridge that links it to the mainland. Its construction commenced in 1994 with the reclamation phase where engineers built its foundation by layering large rocks that formed a round honey-comb pattern. This concrete pattern helps to protect the foundation from erosion. The reclamation stage took three years, but the structure was completed in not more than three years.

Another distinctive feature of the hotel is its shape which is constructed to resemble the sail of an Arabian vessel called dhow with two wings spread in a 'V' to form a huge mast of a ship. The exterior of the building reflects a modern architectural design whereas the interior projects a beautiful blend of western and eastern architectural designs. At the top of the tower is

a suspended helipad. The hotel has 202 bedroom suites in its 28 double-storey floors. It is one of the most expensive hotels in the world as its room rates range from US$1,000 to US$28,000 per night. The hotel also houses two exquisite restaurants with world-renowned chefs. At 200 metres above sea level, commanding a breathtaking skyline of Dubai is Al Muntaha while Al Mahara, featuring a large seawater aquarium, is located at the bottom of the hotel.

Burj Al Arab, the brainchild of Tom Wright, cost US$650 million. Today, Burj Al Arab is a symbolic structure for Dubai, just like Opera House in Sydney, Eiffel Tower in Paris and Petronas Twin Towers in Kuala Lumpur. A trip to Dubai is not complete without a visit to this prominent 'seven-star' hotel.

Vocabulary Check

flourishes – prospers
skyscrapers – tall buildings
concrete jungle – a place filled with many concrete buildings

B *Find the synonyms of the following words in the passage.*

Column A Clue		Column B Word
1. grandly	-	____________
2. stage	-	____________
3. unique	-	____________
4. built	-	____________
5. ship	-	____________
6. beautiful	-	____________

C *Fill in the blanks with the correct words from **Column B** in **Exercise B**.*

1. The tower stands ________________ at the top of the mountain.

2. The condominium was ______________ using the latest engineering and architectural technology.

3. The children went through a difficult ______________ when their parents were killed in a car accident.

4. A fishing ________________ was reported stolen yesterday.

5. The view from the top of the hill was simply ________________ as we could see the whole city covered in snow.

6. The ________________ feature of the car is its doors that slide down once you press the switch.

D *For each statement below, write 'T' if the statement is true and 'F' if it is false.*

1. Burj Al Arab is constructed on a man-made island off Jumeirah beach. ☐

2. The construction of the hotel took three years to complete. ☐

3. The construction of the hotel started in 1971. ☐

4. The hotel resembles two wings spread in a 'V' to form a huge mast of an Arabic ship called dhow. ☐

5. The restaurant, Al Muntaha, commands a beautiful view of Dubai city. ☐

6. Burj Al Arab is considered the only 'seven-star' hotel in the world because it costs US$650 million to build it. ☐

E Circle the best answer from the options provided.

1. The UAE is formed by __________ emirates.
   A four
   B five
   C six
   D seven

2. Why did engineers form a round honey-comb pattern of large rocks at the foundation of the hotel?
   A To ensure the foundation is not eroded by the sea water.
   B To ensure the sea water does not seep into the foundation.
   C To ensure the foundation is beautifully designed like the hotel.
   D To ensure the foundation is not submerged in the sea water.

3. Which of the following words is **NOT** used to refer to Burj Al Arab?
   A skyscraper
   B structure
   C five-star hotel
   D tower

4. Why is Burj Al Arab considered as one of the most expensive hotels in the world?
   A There are two restaurants with world-renowned chefs.
   B The 202 bedroom suites are spacious and beautiful.
   C The 28 double-storey floors are difficult to construct.
   D The room rates of the hotel are high.

5. What does the writer mean by 'Burj Al Arab, the brainchild of Tom Wright'?
   A It was bought by Tom Wright.
   B It was sold by Tom Wright.
   C It was designed by Tom Wright.
   D It was founded by Tom Wright.

6. Which of the following pairs is wrongly matched?
   A Burj Al Arab - Dubai
   B Opera Theatre - Sydney
   C Eiffel Tower - Paris
   D Petronas Twin Towers – Kuala Lumpur

Language

Conjunctions

'***And***' is used to show addition or similarity of state. ***'Both', 'as well as', 'not only…but also'***, and ***'also'*** are similarly used.

Examples:

* The night was cold ***and*** dark.
* ***Both*** of them are having breakfast in the canteen.
* My uncle, ***as well as*** my father, is working in the factory.
* She is not only clever, ***but also*** friendly.
* My boy friend was ***also*** here when you saw me yesterday.

'But' is used to show contrast or a situation that would not be expected.

Examples:

* See Ming is thin ***but*** his brother is fat.
* The house is very old ***but*** it is sturdy.
* He is not only handsome ***but*** also well-dressed.

'Or' is used to show a choice or an estimation.

Examples:

* You ***or*** Rama will have to clean the board.
* Seremban is fifty-five ***or*** sixty kilometres from Kuala Lumpur.

'So' is used to show a result or consequence.

Examples:

* The man shouted at the young girl, ***so*** she started crying.
* He missed his bus, ***so*** he had to walk home.

Exercise 1

*Fill in the blanks below with '**and**', '**both**', '**as well as**', '**not only...but also**', '**but**' '**or**' or '**so**'.*

1. My mother is kind ________________ helpful to everyone.
2. That man is blind ________________ old ________________ he is independent.
3. That student broke the window panes; ________________, he was punished.
4. We missed the bus, ________________ we were late for school.
5. The hotel room was spacious ________________ comfortable.
6. The teacher gave very clear instructions, ________________ we did the experiment correctly.
7. The boy is not only fat, ________________ lazy.
8. He, ________________ his brother, is naughty.
9. Our players tried their best ________________ they lost the game.
10. These shoes are nice ________________ I will not buy them.
11. You must apologize to her ________________ I'll report you to the Headmaster.
12. He can see the doctor on Monday ________________ Tuesday.

The word ***'while'***, ***'although'*** and ***'yet'*** are used in the examples to connect one idea to another.

'While' expresses two actions going on at the same time.

Examples:

* Ali made notes ***while*** he was reading a newspaper article on Bali.
* ***While*** he was on his way home, he saw an accident.
* He was cutting the vegetables ***while*** his mother was frying the fish.

'Although' and ***'yet'*** show contrast.

Examples:

* He noted only some of the points ***although*** there were many stated.
* We are told to use the overhead bridge to get across the street, ***yet*** many of us do not do so.

When ***'either…or' and 'neither...nor'*** are used, the verb should agree with the subject closest to it.

Examples:

* ***Either*** she ***or*** I am at home.
* ***Either*** they ***or*** you have to be in the team.
* ***Neither*** Peter ***nor*** his brothers are there.
* ***Neither*** Jane ***nor*** the children were present yesterday.

Exercise 2

*Complete the sentences using '**while**', '**although**', '**neither...nor**', '**either...or**', or '**yet**'.*

1. __________________ the bell had rung, the teacher told us not to leave the room.
2. We will visit the temples in Bangkok __________________ we are touring Thailand.
3. He had studied extremely hard for the examination, __________________ he did not pass it.
4. My father was reading the newspaper __________________ my mother was cooking dinner.
5. __________________ she __________________ her sister is sitting for UEC next year.
6. __________________ our teacher was busy, he had time to listen to our problems.
7. We should not make noise __________________ others are sleeping.
8. Today is Sunday. We are __________________ staying at home __________________ going out for a walk.
9. The farmer was very poor, __________________ he was always cheerful.
10. The new worker did not have much experience, __________________ he was capable.
11. Ah Peng is not proud __________________ she is very intelligent.
12. _______________ I was waiting for the bus, I saw a child knocked down by motorist.

Writing

Which building in Malaysia would you consider as great or majestic? Describe the building in not less than 120 words.

WRITING TIPS

You may use the following questions to help you write your essay:

1. What is the name of the building? How did the name come about?
2. Where is it located?
3. When was it constructed?
4. Provide a detailed description of the building:
   a) exterior and interior designs
   b) number of floors
   c) facilities
5. What are the unique features of the building?

Summary

Read the passage on pages 133-134 again and write a summary on ***the unique features of Burj Al Arab****.*

Your summary must:

- **not be more than 100 words**.
- be in **continuous writing** (prose form).
- be written in **one** paragraph.

Use your own words as far as possible without changing the original meaning.

Sound System

/ɪə/ and /eə/ Sounds

/ɪə/	/eə/
ear	**air**
b**eer**	b**ear**
w**e're**	w**ear**
sp**ear**	sp**are**
f**ear**	f**are**
h**ere**	h**air**
p**eer**	p**air**
st**eer**	st**are**
tear (noun)	**tear** (verb)
w**ear**y	w**ar**y

A Repeat the above words after your teacher. Listen for the difference between the /ɪə/ and the /eə/ sounds.

B Do you know which words in the sentences below have the /ɪə/ or /eə/ sound?

1. It is windier in Austria at this time of the year.
2. The mountaineer's beard appears to be on fire.
3. Mary was wearing Claire's dress when she came down the stairs.
4. Three cheers for Harry who drank fifty mugs of root beer.
5. His peers are neither here nor there.

Intonation: Making Questions Out of Statements

A statement becomes a **question** when we use a **rising tone** instead of a falling tone at the end of it.



Change each of the following statements into a question by using a rising tone.

1. It is a holiday today.
2. The examination has been cancelled.
3. We will be given free textbooks.
4. You can go home now.
5. I will be resigning tomorrow.

Enrichment

Prefixes

Prefix	Meaning	Examples
a,an	not, without	amoral, anaesthetic, apolitical, asocial
ab	away from	abduction, abstain, abnormal
ad	to, toward	adjoin, adjacent
ana	up, back, again	analogy, anatomy, anagram
anti	against	antipathy, antiwar, antisocial
apo	from, away from	apology, apologize
auto	self	autobiography, automobile, autocracy, automaton
bene	good	benediction, benefactor
com	with, together	communal, community
con	with, together	connect, confide, conspire
de	down, away	descend, deject
dia, di	through, across	diameter, division
dis	apart, not	disengage, discord, discomfort
en, em	in	empathy
ex	out of, from	exhume, exhale, exodus
homo	same	homosexual, homogeneous, homogenized
hyper	over	hypertension, hypersensitive, hyperactivity
hypo	under	hypotension, hypodermic
il	not	illegitimate, illegal, illegible
im	not	imperfect, impolite, impossible
in	not	indiscreet, invisible
inter	between	intervene, interstate
ir	not	irregular, irrational, irredeemable
macro	large	macrocosm, macroeconomics

meta	beyond	metaphysical
micro	small	microscope
mono	one, single	monologue, monotheism, monarchy, monogamy
neo	new, recent	neologism, neo-liberal
phil, philo	like, lover of	philosophy, bibliophile
poly	many, several	polygon, polygamy, polytechnic, polytheism
post	after	postgraduate, posthumous, postpone
pre	before	precede, predict
pro	for, forward	promote, project
re	again, back	repeat, recede
sub	under	submarine, subject, subhuman, subterranean
sur, super	over, above	superhuman, superego, superintendant, surpass
sym, syn, sys, syl	with, together	symphony, synonym, system, syllable
tele	distant, far off	telephone, telepathy, television, telegram
trans	across	transient, transatlantic, transport

SUFFIXES

Suffix	Definition	Examples
cide	kill	patricide, infanticide, herbicide, suicide
ics	things having to do with	optics, physics
ism	the belief in	pacifism, terrorism, socialism, communism
ist	one who believes in	pacifist, terrorist, socialist, communist
ite	one connected with	meteorite, polite, cosmopolite
logy	study field of	biology, geology, etymology, cardiology
oid	resembling, like-shaped	asteroid, spheroid
or, er	one who takes part in	doctor, actor, teacher, driver
sis	act, state, condition of	analysis

Word List

1. artificial	buatan	人造的
2. brainchild	gagasan	得意的创作
3. breathtaking	mengagumkan	激动人心的
4. distinctive	khas	显著的
5. erosion	hakisan	侵蚀
6. exquisite	indah	精美的
7. exterior	luaran	外部的
8. flourishes	berkembang	旺盛
9. interior	dalaman	内部的
10. magnificent	agung	壮丽的
11. migrant	penghijrah	移居者
12. resemble	menyerupai	相似
13. suspended	tergantung/ditangguhkan	暂停
14. unique	unik	独一无二的
15. vessel	kapal	船

Unit 8

Unit 9 Tourism

- Tourism
- Modal Verbs
- /θ/ and /ð/ Sounds
- Intonation: Showing Contrast
- Contrary Proverbs and Proverb Humour



What are these and where can we find them?
What information can we get from them?

Listening

A Listen to the about the conversation about the types of tourism and then answer the questions below.

1. Where will Brenda be going during the holidays?

2. How long will Ping Hua be in Langkawi?

3. Why was Nazrin upset?

4. Name three types of tourism in Malaysia.

5. Why is Sabah the main attraction for eco-tourism?

6. Name three places Brenda went to when she was in Sabah.

7. Which states are famous for promoting the Culture and Heritage tourism?

DID YOU KNOW?

The words 'culture and cultural' relate to the traditions, habits and beliefs of a society. The word 'couture', on the other hand, refers to the designing, making and selling of expensive clothing.

B *1. Listen to Joe Hidayat's description of his job as a tour guide.*

2. Listen to the description again and then fill in the flow chart below with the help of a friend.

Joe Hidayat is a tour guide with (1) ______________________________.

He has been a tour guide since he was (2) ______________ but he started of as a (3) ______________________.

He took part-time courses and received qualifications in (4) ____________________.

Joe Hidayat also took language classes like (5) ______________________________.

To be a tour guide, one should be (6) ______________ and (7) ______________________.

Joe has to learn the historical background, (8) ______________ and (9) ______________ about many places.

He arranges the (10) ____________ for the tours and travels in a (11) ______________ with the tourists.

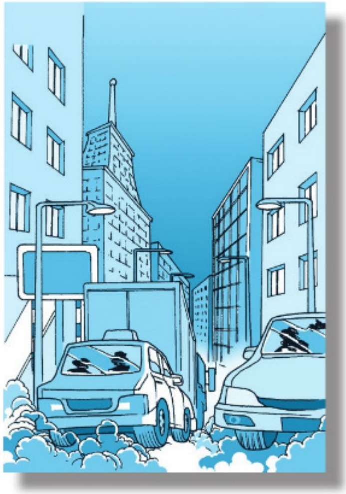
Joe has also been sent to (12) ______________ a few times to guide tourists from Malaysia because he can speak (13) ______________.

He enjoys his job because he can (14) ______________ and (15) ______________________.

Speaking

A Expressions

Describing Places



City
hot, busy, quiet, large, polluted, clean, narrow, broad, organised, modern, skyscrapers, cars, crowded, haze



Highlands
quiet, steep, high, cold, misty, fresh, calm, peaceful, clean, dirty, flowers, birds, greenery, waterfall.





Forest
dark, cool, fresh, shady, deep, green, earthy smell, leaves, trees, shrubs, branches.



Island
windy, bright, sunny, calm, stormy, clear, wet, murky, hot, sand, seashells, beaches.

B Choose any of the places below. With a partner, describe the place using the words given in A.

1. Taman Negara, Pahang
2. Kuala Lumpur
3. Cameron Highlands
4. Redang Island, Terengganu
5. Penang

Say it right

- **Backpacking** refers to a person travelling while carrying clothes and all necessities in a backpack.
- **Sightseeing** is to visit interesting places.

C Read the dialogue between Hanifah and Ker Yin.

Hanifah : Japan is such a nice country.
Ker Yin : Why do you say so, Hanifah?
Hanifah : Well, every year, thousands of tourists go there!
Ker Yin : That's true. I guess it is the culture and the people that attract tourists.
Hanifah : That's not all. I think the food there is also a contributing factor.
Ker Yin : If you could go to Japan, where would you go to?
Hanifah : I would love to go to Tokyo, especially in the month of April.
Ker Yin : Why is that so?
Hanifah : Don't you know? That's when the cherry trees or sakura flowers blossom.
Ker Yin : Oh, I see.

D Choose any of the famous tourist destinations below and write out a dialogue to describe the place. You may refer to the example above and the suggested notes given below.

1. Paris, France – shopping, language, romantic
2. Bali, Indonesia – temples, beautiful beaches, wonderful arts and crafts
3. London, United Kingdom – culture, historical buildings, snow during winter
4. Beijing, China – food, shopping, Great Wall of China

Discussion

Name your favourite tourist destination. Why do you like this place? Share your opinion with the class.

Reading

A *Read the following passage.*



Penang's reputation as a popular tourist destination has been given a tremendous boost when its capital city, George Town named by the British after King George III, was ***listed*** as a World Heritage Site in 2008. Besides offering tourists opportunities to slowly absorb the compact heritage sights and pre-war buildings along narrow lanes, Penang is also a food ***haven***.

One of the most prominent heritage buildings that should not be missed is the striking blue Cheong Fatt Tze Mansion. Tourists can go on a guided tour of this mansion to appreciate the best of 18th and 19th century Chinese architecture with stained glass, gilded wood-carved doors, ceramic ornaments and seven staircases. A stone's throw away from the mansion is the Khoo Kongsi. It consists of two buildings, one functions as the ancestral temple while the other is used for staging operas. Tourists can appreciate its designs of seven-tiered pavilion, dragon pillars and hand-painted walls which were meant to capture the ***splendour*** of the Chinese imperial palace.

Another heritage hotspot is the historical Fort Cornwallis which was named after Charles Marquis Cornwallis, a ***distinguished*** Governor General of India. It was built around 1808 with convict labour to protect the harbour from possible French attacks. Today, much of the old fort remains and has been gazetted as an ancient monument and historic site. Most tourists cannot

resist snapping photographs of the majestic old cannons surrounding the fort.

A tour to Penang is incomplete without a visit to Kek Lok Si Temple located on a hill in Ayer Itam. Completed in the 1930s, the most notable feature of this temple is its beautifully crafted "Pagoda of Ten Thousand Buddhas" that combines Chinese, Thai and Burmese architectural styles.

Penang is famous for being a food paradise with its authentic and ***palatable*** tastes, fresh produce, wide choices and reasonable prices. Penang food usually refers to hawker food and coffee shop dining, and it reflects its multi-cultural character with varieties like Nyonya, Chinese, Indian, Malay and Western seafood and desserts.

Also hailed as the Pearl of the Orient, Penang promises a historical, cultural and gourmet experience to all her visitors, both local and foreign. It has clearly retained its lustre with its exotic heritage and local ***cuisine***.

Vocabulary Check

striking – attractive
authentic – original
hailed – known

B *The following words are found in the passage. Match the words in* ***Column A*** *with their meanings in* ***Column B***.

Column A			Column B
1. listed	*	*	appetising
2. haven	*	*	famous
3. splendour	*	*	style of cooking
4. distinguished	*	*	wonder
5. palatable	*	*	recorded
6. cuisine	*	*	paradise

C *Fill in the blanks with the correct words from* ***Column A*** *in* ***Exercise B****.*

1. His father is a ________________ minister who works in the Ministry of Education.
2. When you visit Vietnam, you must try the local ________________.
3. The singer was ________________ into the Hall of Fame in 2005 for her outstanding achievements.
4. The food sold at the night market is ________________ and reasonably priced.
5. Petaling Street is a shopper's ________________ as you can bargain your way to a good buy.
6. The ________________ of Angkor Wat is renowned throughout the world.

D *For each statement below, write 'T' if the statement is true and 'F' if it is false.*

1. Penang was accorded a World Heritage Site in 2008 which has boosted its tourism industry. ☐
2. Penang is not only a food paradise but a shopping haven. ☐
3. The Khoo Kongsi comprises two buildings which are used as an ancestral temple and for staging operas. ☐
4. Fort Cornwallis was named after Charles Marquis Cornwallis. ☐
5. Kek Lok Si Temple combines various architectural designs from China, Thailand and India. ☐
6. Penang is also known as the Oriental Pearl of Asia. ☐

E *Answer the following questions based on the passage.*

1. How did George Town, the capital city of Penang, get its name?
2. What can one expect to see at the Cheong Fatt Tze Mansion?
3. Why was Fort Cornwallis built in 1808?
4. What is the thing that most people cannot resist doing at Fort Cornwallis?
5. What is the most prominent feature of Kek Lok Si Temple in Ayer Itam?
6. What do people normally associate Penang food with?

Language

Modals

'Can' and its Past Tense form **'could'** are used:

(a) in place of the more formal may or might in asking for permission:

Examples:

* **Can** I borrow your bicycle?
* **Could** I ask you for a favour, please?

(b) to show ability or capability to do something:

Examples:

* We **can** beat them at volleyball.
* I **can** run faster than he.

(c) to show possibility or doubt:

Examples:

* You **can** climb that tall tree although it is dangerous to do so.
* **Can** they be arriving tonight after all?

(d) to draw a negative conclusion:

Examples:

* The puzzle is easy. **Can't** you solve it?
* That boy **couldn't** be a school prefect as he is too young.

'May' is used:

(a) to ask for, give or refuse permission on formal occasions:

Examples:

* "Sir, **may** I go out?"
* " Yes, you **may**."

(b) to show prohibition:

Example:

* Candidates **may** not leave the examination hall until they are told to do so.

(c) to express a desire or wish:

Example:

* **May** you find happiness!

'Might' is used to show an order or a casual request.

Examples:

* You **might** show me where the bookshop is.
* You **might** help me with this work.

'May' and **'Might'** can be used:

(a) to show possibility of a present or past action.

Examples:

* Mary isn't in the library; she **may** have gone to the canteen.
* Mary isn't here; she **might** have gone home.

(b) to show possibility or give permission with conditions.

Examples:

* If he drove more carefully, he **might** not meet with an accident.
* If it rains, you **may** close the windows.

(c) to show purpose or concession.

Examples:

* Peter practises hard so that he **may** win the first prize.
* My nephew **might** be young but he is intelligent.

Exercise 1

*Fill in the blanks below with '**can**', '**can't**, '**could**', '**couldn't**, '**may**' or '**might**'.*

1. If I go to the market, I ______________ buy some fruits.
2. ______________ you please tell me how to get to the railway station?
3. Although he tried very hard, he ______________ ride a bicycle.
4. He __________________ at least have asked us for permission before plucking the fruits.

5. It is getting dark; you ______________ turn on the light if you don't mind.

6. You ______________ take part in the walkathon as you are not a member.

7. I ______________ sing English songs after joining the school choir.

8. This is my telephone number; you ______________ wish to contact me.

9. You ______________ reach the top shelf if you stood on a chair.

10. Since we have waited for one hour, we ______________ as well wait a few minutes more.

'Must' is used:

(a) to show obligation, compulsion or necessity imposed by the speaker:

Examples:

* You **must** use a ball pen.
* He **must** leave now.

(b) to show a great possibility or a reasonable conclusion:

Examples:

* The windows are open, so they **must** be home.
* You look tired; you **must** have been up all night.

'Have/Has to' shows an obligation imposed by external forces.

Example:

* We **have** to be at the airport at least an hour before the plane leaves.

'Had to' is used instead of 'must' in the Simple Past Tense.

Example:

* We **had to** return the library books yesterday.

Exercise 2

*Put in '**must**', '**have/ has to**' or '**had to**' in the blanks below.*

1. In our country we _____drive on the left.
2. That book is very interesting. You ___________read it.
3. It's raining, so I ___________take along an umbrella.
4. My examination was drawing near, so I ____________prepare for it.
5. You _________________keep off the grass.
6. As her mother is ill, Salmah _______________wash the clothes.
7. He seems very happy. He ______________have won the first prize.
8. You hair is too long. You _____________go for a haircut.
9. We were caught in the rain and ___________change our clothes.
10. Petaling Street is closed for repairs. You ________________go along Jalan Sultan.

'Ought to' and **'should'** are used to give advice. They are used to express a duty or an action which is necessary or sensible.

'Ought not' and **'should not'** are used to warn that an action is wrong or bad.

'Need to' expresses purpose or that which is necessary.

Examples:

* We **ought to** give suggestions for improvement whenever we write letters of complaint.
* We **ought not to** throw rubbish into drains and rivers.
* To have good health, we **need to** keep our homes and surroundings clean.
* The authorities **should** provide dustbins at all convenient places in the Lake Gardens.
* People **should not** spit anywhere they like as it can spread diseases.

Exercise 3

Complete these sentences using ***'ought to'****,* ***'ought not to'****,* ***'need to'****,* ***'should'*** *or* ***'should not'****. There may be more than one answer for some blanks.*

1. You don't look fit. You ______________ exercise more.
2. That girl is already overweight. She ______________ eat chocolates.
3. Food sellers ______________ make sure that food and utensils are clean.
4. If you have just had a meal, you ______________ go jogging.
5. Parents ______________ spend a lot of money when the new school year begins.
6. Does he ______________ buy another car now that his wife is working?
7. How many times a day ______________ we brush our teeth?
8. We ____________________ forget the sacrifices and contributions of long-serving teachers.
9. One ______________ go for a medical checkup at least once a year.
10. To create a good impression, we ______________ be courteous, friendly and helpful to tourists.

Writing

A. *What are the exciting places of interest in your hometown? What can one see or do there? Use the following mind map to generate your ideas.*



B. *Using the points you have listed above, write a composition in not less than 120 words on the places of interest in your hometown.*

Writing Tips

You may use the following questions to help you write your essay:

1. Where is your hometown?
2. Provide a brief historical background of your hometown.
   e.g. a) Where did it get its name from?
   b) Where is it located?
3. What are the main attractions in your hometown?
4. What can one do or see at the different places of attraction?
5. What are the unique things about your hometown?
6. Would you recommend people to visit your hometown? Why?

Summary

Read the passage on pages 152-153 again and write a summary on ***the various tourist attractions of Penang****.*

Your summary must:

- **not be more than 60 words**.
- be in **continuous writing** (prose form).
- be written in **one** paragraph.

Use your own words as far as possible without changing its original meaning.

Sound System

/θ/ and /ð/ Sounds

/θ/	/ð/
e**th**er	ei**th**er
mou**th** (noun)	mou**th** (verb)
brea**th**	brea**th**e
clo**th**	clo**th**e
ba**th**	ba**th**e
loa**th**	loa**th**e
shea**th**	shea**th**e
soo**th**	soo**th**e
tee**th**	tee**th**e
wrea**th**	wrea**th**e

A *Repeat the above words after your teacher. Listen for the difference between the /θ/ and the /ð/ sounds.*

B *Practise saying these sentences with your teacher. Can you tell the difference between the /θ/ and the /ð/ sounds?*

1. Mr Smith was thirty-three that month.
2. This piece of thread is longer than the others.
3. Ethel bought three thousand dollars' worth of clothes!
4. His brother is a famous author and his father was an athlete.
5. The other day, the third day of this month, was my mother's birthday.

Intonation: Showing Contrast

Sometimes we wish to contrast two things or persons or events. Correct intonation is important to bring out the contrasted items.

I didn't meet her, but Harry did.

A few students didn't work much, but most did.

(Note the extra heavy stresses.)

Say the following sentences correctly in order to show contrast

1. They don't like her, but I do.
2. You have plenty of time, but we haven't.
3. These shoes are well made, but those aren't.
4. Milk will do you good, but beer won't.
5. The boys didn't have to change, but the girls had to.

Enrichment

Contrary Proverbs

A bird in the hand is worth two in the bush.	BUT	A man's reach should exceed his grasp.
Absence makes the heart grow fonder.	BUT	Out of sight, out of mind.
A miss is as good as a mile.	BUT	Half a loaf is better than none.
All good things come to those who wait.	BUT	Time and tide wait for no man.
Birds of a feather flock together.	BUT	Opposites attract.
Clothes make the man.	BUT	Never judge a book by its cover.
Don't cross your bridges before you come to them.	BUT	Forewarned is forearmed.
Doubt is the beginning of wisdom.	BUT	Faith will move mountains.
Good things come in small packages.	BUT	The bigger the better.
Great starts make great finishes.	BUT	It ain't over 'till it's over.
He who hesitates is lost.	BUT	Fools rush in where angels fear to tread.
	BUT	Look before you leap
Silence is golden.	BUT	The squeaky wheel gets the grease.
The pen is mightier than the sword.	BUT	Actions speak louder than words.
You're never too old to learn.	BUT	You can't teach an old dog new tricks.
What's good for the goose is good for the gander.	BUT	One man's meat is another man's poison.
Wise men think alike.	BUT	Fools seldom differ.

Proverb Humour

Proverb Humour	Sources
A penny saved makes Jack a dull boy.	'A penny saved is a penny earned' and 'all work and no play makes Jack a dull boy'.
If practice makes perfect and nobody's perfect then why practise?	'Practice makes perfect' and 'nobody's perfect'.
The early bird catches the worm, but it is the early worm that gets caught.	The early bird catches the worm.
The early bird may get the worm, but the second mouse gets the cheese.	
Where there's a will, there's a relative.	Where there's a will, there's a way.

Word List

1. ancestral	warisan nenek moyang	祖传的
2. authentic	benar	非假冒的
3. boost	meningkatkan	推动
4. ceramic	seramik	陶瓷
5. converted	bertukar	转变
6. cuisine	masakan	佳肴
7. gourmet	pakar makan dan minum	美食家
8. inscribed	bertulis	题写
9. lustre	yang berkilat	光辉
10. mist	kabus	薄雾
11. palatable	lazat	美味的
12. prominent	menonjol	显著的
13. qualification	kelayakan	资格
14. splendor	kemegahan	光辉
15. tremendous	dahsyat	惊人的

Unit 10 Superstitions



- Superstitions
- 'If' Clauses
- /v/ and /w/ Sounds
- Intonation with Stress
- Common Errors in English

What are some of the superstitions in your country?

Why do you think these superstitions are practised in your country?

Listening

A 1. *Listen to the dialogue between Wei Ren and Patrick, and then answer the questions below.*

2. *Put a (√) if the statement is true and a (X) if the statement is false.*

1. Wei Ren did not complete his school work. ( )
2. Patrick saw a Siamese cat on the way to school. ( )
3. Black cats bring good luck to the British. ( )
4. Patrick strongly believes in superstitions. ( )
5. Most young Malaysians do not believe in superstitions. ( )
6. The number thirteen is a lucky number to everyone. ( )
7. The number eight represents the pillars of Islam to Muslims. ( )
8. The Chinese believe that red is an auspicious colour. ( )

Say it right

- **Myths** are popular beliefs that are not true.
- **Fictions** are imaginary stories or events which are not based on real people and facts.

B *1. Listen to the conversation in Mr Chong's class.*

2. Listen to the conversation again and then fill in the blanks below.

Jasmine

When Jasmine was six years old, she was studying in a (1) ________________. After studying there for (2) ______________, bad things started to happen. Jasmine used to fall (3) ________________________. Besides, she also always got into minor accidents like (4) __________________________ or tripping over something. Her mother became (5) __________________ and the final straw came when a few books from a book shelf (6) ________________________. After speaking to the teacher, her mother found out that she was sitting at table number four. Jasmine believes that the bad luck came about because (7) ________________.

Chee Keong

When Chee Keong was (8) ________________, he forgot to sweep the floor before the first day of Chinese New Year. He was (9) ________________ that his mom would find out and scold him, so he (10) ________________ on the first day of Chinese New Year and swept the floor without (11) ________________. That year, the family's financial luck was terrible. His dad was dismissed from his job; (12) ________________ their house and took many belongings; a snatch thief grabbed his mom's wallet and he kept (13) ________________. Chee Keong feels that sweeping the floor on the first day of Chinese New Year will (14) ________________.

Speaking

A Expressions

Comparison and Contrast

You may use these words for comparison



Compare
Similar, the same, both, alike, in the same way, have in common, as well, too, also, like.

You may use these words for contrast



Contrast
different, differ, although, however, whereas, on the contrary, while, on the other hand, unlike, instead.

TIPS

- When you **compare** two different things, you show how they are **alike/similar**.
- When you **contrast** two different things, you show how they are **different**.

B *Use the words in A to show comparison and contrast of different beliefs and superstitions regarding any one of the issues below.*

a) Animals
b) Numbers
c) Colours
d) Festivals

C Read the following conversation. Focus on the highlighted expressions which suggest doubt.

Olivia	:	I'm doomed, everyone!
Seow Lee	:	What's wrong, Olivia? You look upset.
Olivia	:	I broke my mirror. I'm now in big trouble.
Ying Yee	:	Why? Is your mother going to scold you?
Olivia	:	No, of course not. It's just that I will have seven years of bad luck.
Seow Lee	:	What? **Are you sure, Olivia?**
Olivia	:	Yes. The Chinese believe that if a person breaks a mirror, that person will have bad luck for seven years.
Ying Yee	:	**Do you actually believe that it's true?**
Olivia	:	Why shouldn't I? Haven't you both heard of this superstition before?
Ying Yee	:	I have heard of it but **I doubt it's true**. **Somehow I'm just not convinced.** What about you, Seow Lee?
Seow Lee	:	No, I haven't but **I'm sceptical** too. I don't believe a mirror can bring someone bad luck for seven years.
Olivia	:	Well, **I suppose the superstition is questionable.** Let's hope it is untrue, then I won't have bad luck!
Seow Lee & Ying Yee	:	Ha! Ha! Ha!

D Write out a conversation to express doubt concerning a superstition. You may refer to the conversation above.

Discussion

What are some common superstitions you have heard of? Share them with your friends and give reasons why you believe or do not believe them.

Reading

A Read the following passage.



Superstitions are part and parcel of every culture. They are usually passed down from one generation to another as lessons to be learnt from our ancestors.

Superstitions are especially aplenty during festivals such as Chinese New Year. Sweeping or washing one's hair on the first day of Chinese New Year is frowned upon as it is believed that the family's good fortune will be swept or washed away. They also believe that if one cries on Chinese New Year, one will cry for the rest of the year. Hence, parents will hold their tongues on that day when their children are mischievous. Foul language and unlucky words are also a taboo.

The Chinese also perceive numbers differently. They favour the number '8' as its pronunciation in Cantonese resembles 'fatt' which means prosperity. Thus, many car owners do not mind paying a hefty sum just to get the number '8888' for their car plates as they believe the number is a sign of good fortune. However, the number '4' is usually avoided. Some flats and condominiums even substitute the '4th' floor with '3A'. Home owners of this floor often find it difficult to sell their units because the number '4' when pronounced in Cantonese 'sei' sounds like the word for death. Therefore, buyers will avoid buying units with the number '4'.

Another interesting Chinese superstition revolves around chopsticks. It is believed that

one who holds an uneven pair of chopsticks may miss a flight. A girl who holds her chopsticks at the top implies that her future husband lives far away while one who holds them close to the bottom suggests that she may be marrying the boy next door.

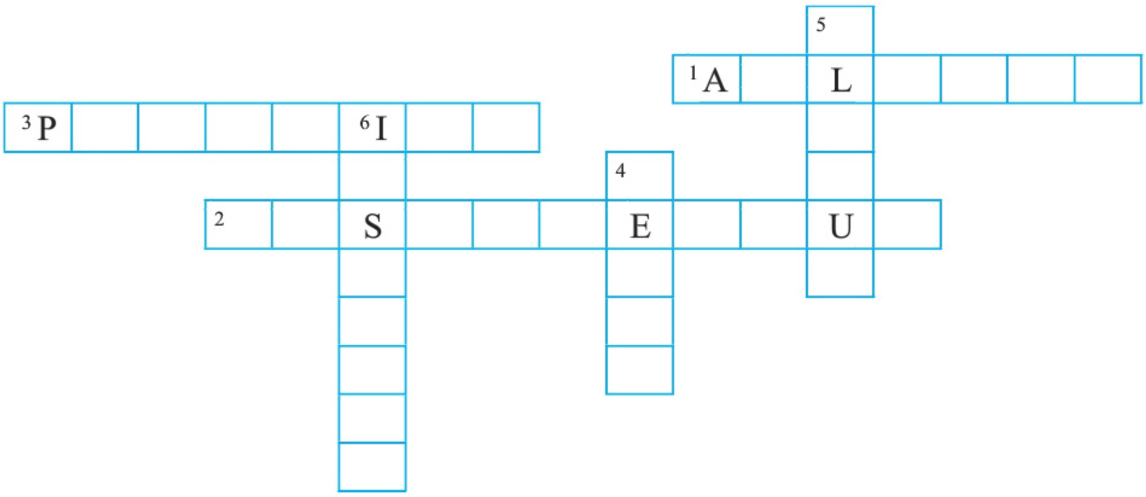
The Westerners also have their superstitions. According to a legend, there was once a plague and people were ordered to say 'God bless you' when someone sneezed to prevent the spread of the disease. Crossing one's fingers and touching wood are believed to make one's wish or hope come true. While many do not know the origin of these superstitions, they are still being practised until today.

Superstitions give us many insights into our ancestors' practices and religious beliefs. Whether there are any implications if we adhere to them or not, one thing is for sure, there is no harm in practising them.

Vocabulary Check

frowned upon – disapproved of
substitute – replace
adhere to – follow

B *The words in the crossword puzzle are used in the passage. With the clues provided, complete it.*



Across

1. abundant or a lot
2. naughty
3. consider

Down

4. a large amount
5. disease
6. ideas or knowledge

C Fill in the blanks with the correct words from the crossword puzzle.

1. The ________________ boys were punished by the discipline teacher.

2. He had to pay a ________________ fine for beating the traffic lights.

3. The outbreak of the deadly ________________ has claimed a lot of lives.

4. The teachers ________________ him as a weak boy because he does not excel in any sports.

5. Our trip to Europe has provided us with a lot of ________________ into European cultures and ways of living.

6. There are fruits ________________ at the night market.

D Circle the best answer from the options provided.

1. Why is washing one's hair on the first day of Chinese New Year frowned upon by the Chinese?
   A It is believed that the Chinese will cry for the whole year.
   B It is believed that black will bring bad luck.
   C It is believed that the family's good fortune will be washed away.
   D It is believed that using water is a waste of money.

2. Which of the following is **NOT** considered a taboo for the Chinese during the New Year celebration?
   A using foul language
   B using a pair of chopsticks
   C using unlucky words.
   D sweeping the floor

3. Why is the number '8' favoured by the Chinese?
   A Its pronunciation in Cantonese sounds like the word for prosperity.
   B Its pronunciation in Cantonese sounds like the word for luck.
   C Its pronunciation in Cantonese sounds like the word for death.
   D Its pronunciation in Cantonese sounds like the word for fortune.

4. Why do home owners who stay on the fourth floor of a condominium find it difficult to sell their units?
   A The pronunciation of number '4' in Cantonese does not sound like the word for 'prosperity'.
   B They are very worried that all their good luck will be washed away every year.
   C The Chinese avoid the number '4' as its pronunciation in Cantonese sounds like the word for 'death'.
   D The Chinese prefer the number '8' as it sounds like 'fatt' which means 'prosperity'.

5. Which of the following would imply that one may miss a plane?
   A One who holds one's chopsticks right at the top.
   B One who holds one's chopsticks close to the bottom.
   C One who drops one's chopsticks onto the floor.
   D One who holds an uneven pair of chopsticks.

6. Why were people in the past ordered to say 'God bless you' when someone sneezed?
   A It is to prevent the person from sneezing again.
   B It is to prevent the spread of the disease to others during an outbreak.
   C It is to prevent the air from being polluted by his or her bad breath.
   D It is to prevent other people's wishes or hopes from coming true.

E *Answer the following questions based on the passage.*

1. Why are superstitions passed down from one generation to another?

2. What does the writer mean by '…parents will hold their tongues on that day when their children are mischievous'?

3. Why do many car owners pay a lot of money to get the number '8888' for their car plates?

4. How does the way a girl hold her chopsticks tell us about her future marriage?

5. Why do the Westerners cross their fingers when they make a wish?

6. Why do you think people of different cultures still practise their superstitions even though they do not know the origin of these superstitions?

Language

'If' Conditional Clauses

The following are the three types of 'if' conditional clauses:

1. **Likely Events**

   This type is used to express an event that is **likely to happen at present or in the future**.

   Examples:

   * If my father **gives** me my allowance today, I **can buy** a new calculator.
   * If it **rains** tomorrow, we **will not go** for the practice.

   Note:

'If' Clause	Main Clause		
Simple Present	will/shall can	+	base verb

   * *However the verb in the main clause can also be in the imperative form. e.g. If you see him,* ***give him this book****.*

2. **Unlikely Events**

   This type is used to express an event that is unlikely to happen at present.

   Examples:

   * If she **were** a rich woman, she **would donate** a lot of money to help the poor.
   * If he **had** a car, he **would drive** us to school every day..

   Note:

'If' Clause	Main Clause		
Simple Past	would could	+	base verb

3. **Impossible Events**

This type is used to express an event that might have taken place in the past but did not happen.

Examples:

* If he **had studied** hard, he **could have passed** the test.
* If Maria **had not introduced** Michael to Lisa, they **would not have got** married.

Note:

'If' Clause	Main Clause
Past Perfect	would could + have + past participle

Exercise 1

Complete the sentences with the verbs in parentheses.

1. If I meet Susan next Tuesday, I ______________ (tell) her to submit her assignment.
2. If he ______________ (have) the money, I am sure he would lend it to you.
3. If you ______________ (not lie) to your father, he would not have punished you.
4. If it does not rain, they ______________ (come) to my house.
5. If I had time, I ______________ (paint) the room.
6. If Mandy had not been late for the rehearsal, she ______________ (not scold) by Mr Lee.
7. If he ______________ (come) early, ask him to see me.
8. If you do not water the flowers, they ______________ (die).

9. If Suzie __________________ (not be) careless, she would not have broken the vase.
10. If she __________________ (work) hard, she will be a successful businesswoman.
11. If Daniel had slept early last night, he __________________ (not meet) with an accident.
12. If she __________________ (be) a bird, she would fly freely everywhere.
13. If you play with the knife, you __________________ (cut) yourself.
14. If you had not hurried, you __________________ (miss) the interview.
15. If I had been more careful, I __________________ (not burn) myself.

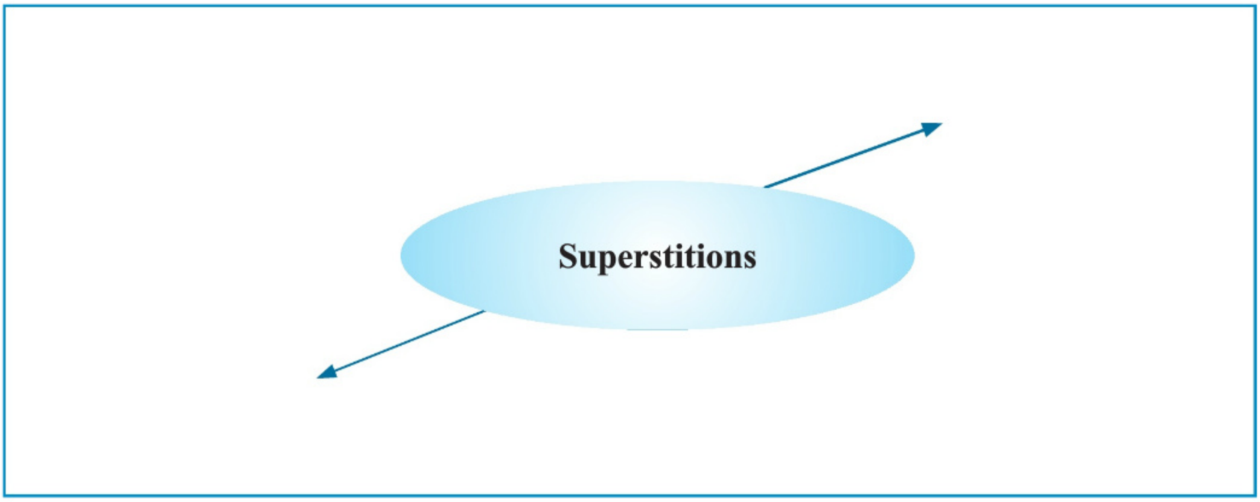
Exercise 2

Complete the following sentences.

1. If you listen carefully, ____.
2. If I had a lot of money, ____.
3. If you had not dropped your wallet, ____________________________________.
4. If he drives fast, ____.
5. If she won the singing competition, ____________________________________.
6. If I had not slapped you, ____.
7. If the weather is fine tomorrow, _______________________________________.
8. If I were the Prime Minister of Malaysia, ________________________________.
9. If you play truant, ____.
10. If you were Michael Jackson, ____.

Writing

A *Apart from the superstitions you read on pages 172-173, what other superstitions do you know of, which are practised in your own culture? Discuss with your partner and use the following mind map to generate your ideas.*



B *Using the points you have listed above, write a composition in not less than 120 words on the superstitions practised in your culture.*

Writing Tips

You may use the following to help you write your essay:

1. Provide a brief introduction of your culture.
2. Name some superstitions in your culture?
3. Why do they believe in superstitions?
4. Where did these superstitions originate from?
5. What is your opinion of these superstitions?

Summary

*Read the passage on pages 172-173 again and write a summary on **the practice of superstitions by the Chinese**.*

Your summary must:

- **not be more than 80 words**.
- be in **continuous writing** (prose form).
- be written in **one** paragraph.

Use your own words as far as possible without changing the original meaning.

Sound System

/v/ and /w/ Sounds

/**v**/	/**w**/
v	**w**e
vet	**w**et
vest	**w**est
veal	**wh**eel
viper	**w**iper
veered	**w**eird
verse	**w**orse
vied	**w**ide
wa**v**ered	**w**ayward
le**v**ered	lee**w**ard

A *Repeat the above words after your teacher. Listen for the difference between the /v/ and the /w/ sounds.*

B *Practise saying these sentences with your teacher. Can you tell the difference between the /v/ and /w/ sounds*

1. We don't know whether the van will be repaired very soon.
2. Quincy wanted to build a verandah for his white house.
3. The quiz on penguins was difficult because the questions were vague.
4. This valuable watch is my wife's favourite.
5. The weird wayward vagabond wavered as he took his vest off.

Intonation with Stress

Intonation is combined with stress to change the meaning of a sentence. Tone can only change with a **stressed syllable** and the syllable at which the tone changes is considered to have the most important stress in the sentence. By varying the point at which tone changes, the sentence gives a **different meaning**. Consider the following:

Can you come to lunch today?
(Not any other day.)

Can you come to lunch today?
(For lunch, not tea or dinner.)

Can you come to lunch today?
(You have to come to me not the other way round.)

Can you come to lunch today?
(The extra stress on you means I am asking whether you, not anybody else, can come to lunch today.)

By changing the **tone at different places**, we give different **emphasis**, which results in different interpretations.

Can you interpret the following sentences?

1. I am sick today.
2. I am sick today.
3. I am sick today.
4. Do you want to stay there?
5. Do you want to stay there?
6. Do you want to stay there?
7. Do you want to stay there?

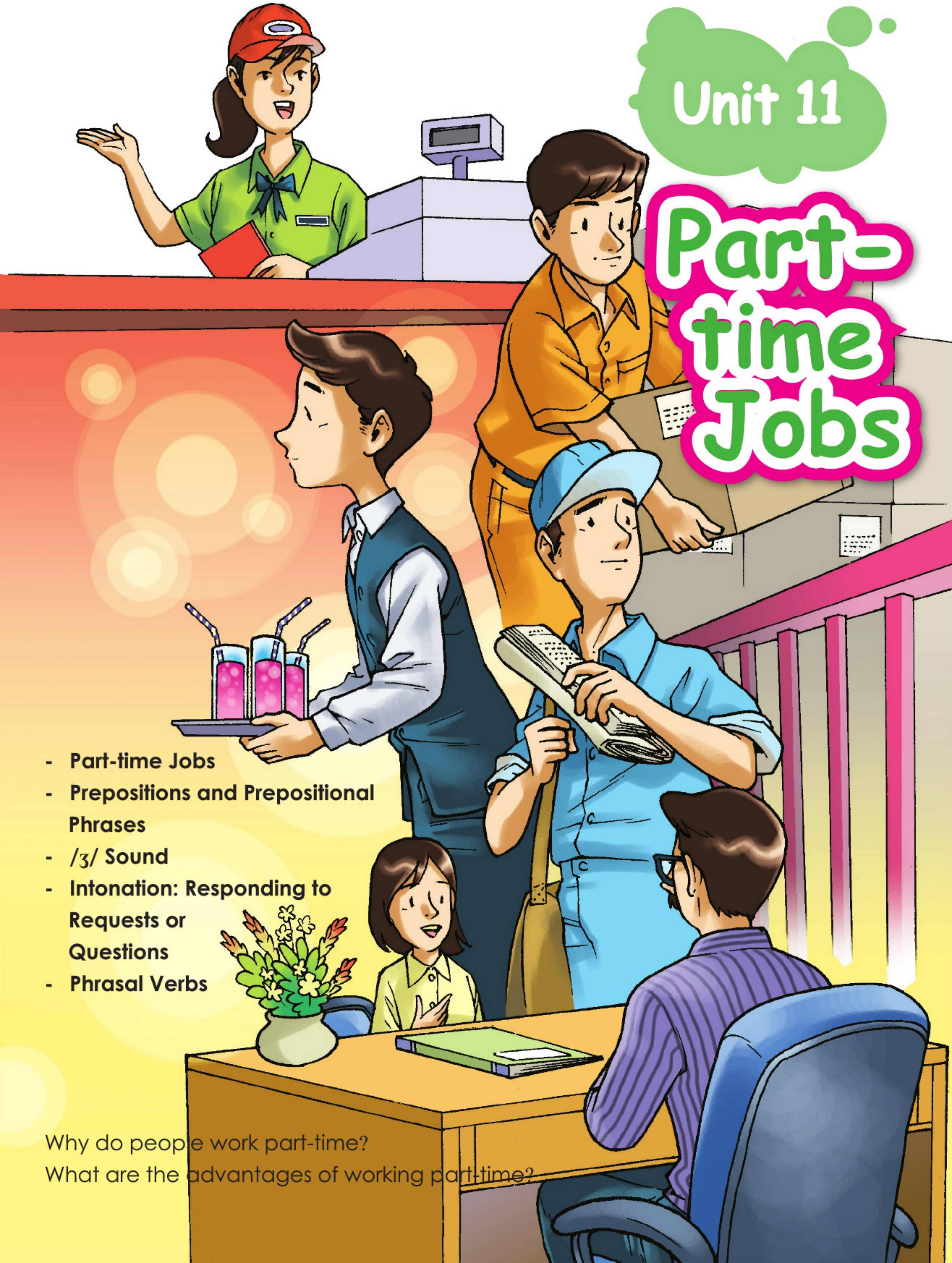
Enrichment

Common Errors In English

Wrong	Correct
1. My mother is a good cooker.	My mother is a good cook.
2. Can you borrow me your dictionary?	Can you lend me your dictionary?
3. I did the exercise my ownself.	I did the exercise myself.
4. Please open the fan.	Please switch on the fan.
5. I feel boring.	I feel bored.
6. The computer is spoilt.	The computer is faulty.
7. You must not pluck the flowers here.	You must not pick the flowers here.
8. I need some advise.	I need some advice.
9. He is studying hardly for his test.	He is studying hard for his test.
10. Can you gostan your car?	Can you reverse your car?
11. Your explaination is unacceptable.	Your explanation is unacceptable.
12. The sports equipments is faulty.	The sports equipment is faulty.
13. The price is very expensive.	The price is very high.
14. I and my family enjoyed the show.	My family and I enjoyed the show.
15. Don’t worry. I’ll spend you today.	Don’t worry. I’ll give you a treat today.

Word List

1. adhere	mematuhi	遵守
2. auspicious	menguntungkan	兴盛的
3. convinced	yakin	说服
4. doubt	syak	怀疑
5. implications	implikasi/kesan	影响
6. implies	membayangkan	意味
7. insights	pengertian	顿悟
8. mischievous	nakal	调皮的
9. perceive	melihat	认知
10. plague	wabak	瘟疫
11. revolves	berputar/berkenaan	旋转/有关
12. ridiculous	konyol	荒谬的
13. sceptical	skeptis	怀疑的
14. substitute	menggantikan	取代
15. taboo	tabu	禁忌



Unit 11

Part-time Jobs

- **Part-time Jobs**
- **Prepositions and Prepositional Phrases**
- **/ʒ/ Sound**
- **Intonation: Responding to Requests or Questions**
- **Phrasal Verbs**

Why do people work part-time?
What are the advantages of working part-time?

Listening

A 1. *Listen to the interview between a manager and an applicant and then answer the questions below.*

2. *Put a (√) if the statement is true and a (X) if the statement is false.*

1.	Daniel applied for the position of a part-time cashier.	( )
2.	He has just completed his STPM examination.	( )
3.	Daniel wants to gain experience and help his parents financially.	( )
4.	Daniel has experience working in a hotel.	( )
5.	He can cook a five-course meal.	( )
6.	There will be two days of training and another two days of probation for the job.	( )
7.	Daniel has to be at the restaurant by 10:30 am.	( )
8.	Off days can only be applied by Daniel on week days.	( )

DID YOU KNOW?

A probation period is a period of time when an employee is observed to see if he or she is suitable for a job in a company. It is usually applied to new employees.

B *1. Listen to a report on students working part-time.*

2. Listen to the report again and then answer the questions below.

1) Who conducted the survey on working part-time?

2) What percentage of teenagers below seventeen hold part-time jobs?

3) Why did the report say that financial standing is not a factor for part-time jobs?

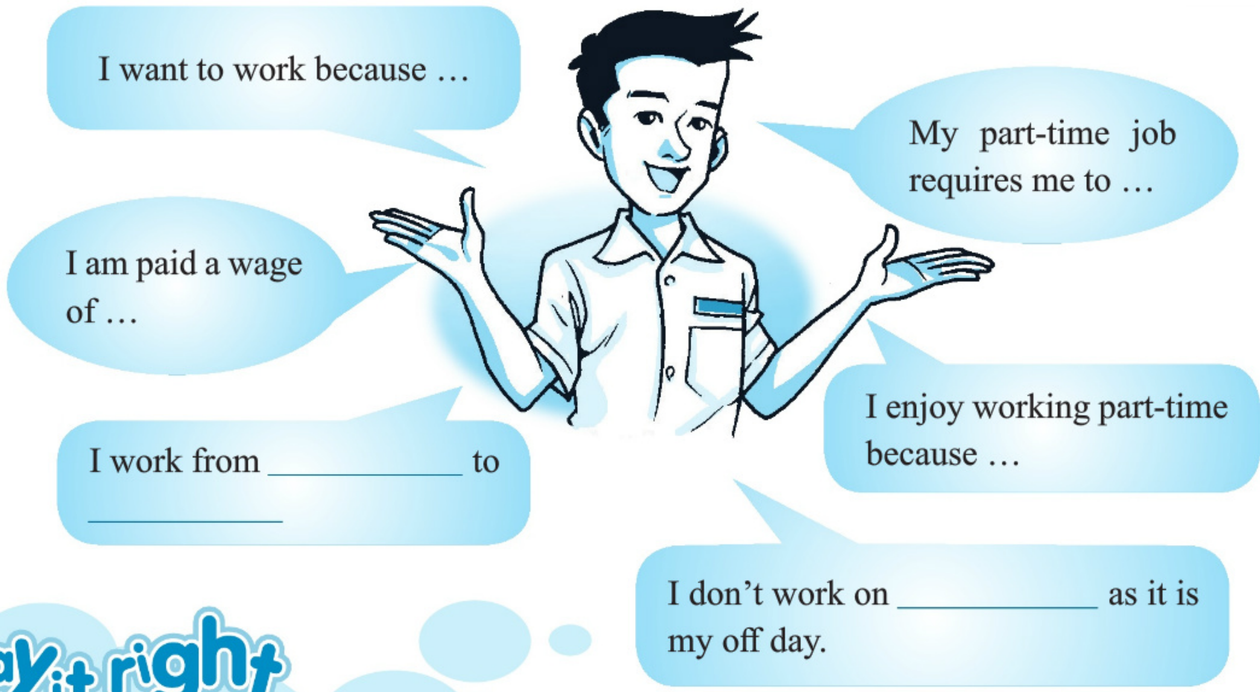
4) Name three possible reasons teens take up part-time jobs.

5) What do most teens do with their wages earned?

Speaking

A Expressions

Talking about Working Part-time



Say it right

- **Salary** – A fixed amount of money paid to an employee every month.
- **Wage** - A fixed amount of money paid, usually every day or every week, to workers who generally do work that need physical skills or strength.
- **Income** – Money that is earned by a person from doing work or received from investment.

B *Choose a part-time job and use the expressions above to talk about the part-time job.*

a) Sales promoter
b) Waiter/Waitress
c) Telemarketing clerk
d) Administration assistant

C Practise the dialogue below with your friend. Pay attention to the underlined phrases which express dissatisfaction.

Wei Hua	:	Hi! Thana, how are you?
Thana	:	Hi! Wei Hua. I'm busy with my part-time job at the café but I'm fine, thanks.
Wei Hua	:	I'm working as well, at the sundry shop near our school.
Thana	:	Oh, I see. How has it been so far? Are you enjoying it?
Wei Hua	:	Not really. **The job is just too boring**.
Thana	:	Boring?
Wei Hua	:	Yes. I sit all day waiting for customers because practically no one comes to buy anything. **The things sold in the shop are so expensive!** What about your job?
Thana	:	Well, my job is just the opposite. **I'm so busy that I don't even have time to eat!**
Wei Hua	:	Wow. You must enjoy working there.
Thana	:	Not really. **The customers who patronise our café are demanding and fussy.** Working part-time has definitely made me appreciate my parents more.
Wei Hua	:	Me too!

D White out a dialogue to complain about any of the issues below. You may refer to the dialogue above.

a) Salary
b) Accommodation
c) Food provided
d) Uniform
e) Transportation
f) Working hours

Discussion

Many students have started working part-time. Discuss the advantages and disadvantages of working part-time.

Reading

A *Read the following passage.*



I still remember clearly my very first day of work. ***Out of the blue***, my classmate, Richmond, called me for help and asked me to stand in for him for one evening as a waiter at Mandarin Hotel. He had to go back to his hometown with his family to visit his sick grandmother. As he was rather desperate for my help, I agreed without realising what I was getting myself into.

That Saturday evening, I became a part-time waiter. I was terribly late for work as there was a ***bumper-to-bumper crawl*** on the road. When I reported to the manager, he gave me a ten-minute lecture on punctuality. I was then asked to put on a uniform and proceed to the kitchen for a briefing. However, by the time I reached the kitchen, the briefing was already over. Since I missed it, I was clueless about what I had to do.

When the restaurant opened its door for business, it was so chaotic that it looked like a war zone especially in the kitchen. The chefs just shoved huge plates of steaming fish into my hands. Following other waiters, I promptly delivered the fish. To my horror, the guests asked me to debone the fish! ***My heart skipped a beat*** and I attempted to do just that. Unfortunately, I handled it too clumsily as I had never deboned a fish before. Consequently, the bones slipped out of the plate and landed on the lap of a French lady. Everything ***came to a standstill*** and

many pairs of eyes were suddenly on me. I apologised to the lady profusely, but she ***kicked up a fuss***. Fortunately, the manager came to my rescue and managed to solve the problem. Later in the kitchen, I was told off by the manager.

I ***gritted my teeth*** for the rest of the night trying not to make anymore mistakes. Finally, I survived my first day of work. I did not complain when the manager deducted my wage for the dry cleaning cost of the French lady's skirt. I was just ecstatic to collect my first wage. Come to think of it, I actually worked for free as my taxi fare home cost more than the balance of my wage.

From that day onwards, I have been working on a part-time basis with Richmond at this hotel whenever they need an extra pair of hands.

Vocabulary Check

stand in - replace
told off - scolded
ecstatic - vey happy

B These idioms are taken from the passage. Write the meaning of these idioms in the space provided.

1. out of the blue - ______________________
2. a bumper-to-bumper crawl - ______________________
3. my heart skipped a beat - ______________________
4. came to a standstill - ______________________
5. kicked up a fuss - ______________________
6. gritted my teeth - ______________________

C *Fill in the blanks with the correct idioms from **Exercise B**. You may need to make the necessary changes to the idioms.*

1. I had to ______________________ even though the assignments given to me by my manager were very difficult.

2. Janice was late for the meeting because there was ______________________ on the road.

3. When they announced my name as the winner, ______________________.

4. James ______________________ when his mother did not buy him the toy he wanted at the supermarket.

5. The kidnappers were taking a nap when ______________________, the police stormed into the hut.

6. The traffic ______________________ because there was a fatal accident at the junction.

D *For each statement below, write 'T' if the statement is true and 'F' if it is false.*

1. Richmond asked the writer to replace him as a waiter at Mandarin Hotel. ☐

2. The writer knew what he had to do when he agreed to help Richmond. ☐

3. The manager scolded the writer for reporting late to work. ☐

4. The writer knew how to debone a fish. ☐

5. The French lady scolded and kicked the writer for his clumsiness. ☐

6. The writer was not angry when he found out his wage was deducted by the manager. ☐

E *Circle the best answer from the options provided.*

1. Why did Richmond ask the writer to stand in for him at the hotel?
   A He had to help his grandmother at his hometown.
   B He has to visit his sick grandmother at his hometown.
   C He had to visit his sick grandmother at his hotel.
   D He had to work as a waiter at Mandarin Hotel.

2. Why was the writer late for work?
   A The writer took a long time to wear his uniform.
   B The writer was scolded by his manager for 10 minutes.
   C The writer had to attend a briefing first..
   D There was a terrible traffic congestion.

3. All of the following happened to the writer when he reported to the manager **<u>EXCEPT</u>**
   A He was scolded by the manager for being late.
   B He was asked to wear the hotel uniform.
   C He was asked to go for a briefing at the kitchen.
   D He was asked to serve big plates of fish.

4. What did the guests ask the writer to do after he had served them the fish?
   A They asked him to apologise to them.
   B They asked him to put the fish bones on a lady's lap.
   C They asked him to debone the fish for them.
   D They asked him to kick up a fuss for them.

5. How many times was the writer scolded by the manager on that day?
   A once
   B twice
   C thrice
   D four times

6. Why did the manager deduct the writer's wage?
   A The manager deducted it to pay for the cost of the taxi fare.
   B The manager deducted it to pay for the dry cleaning of the customer's skirt.
   C The manager deducted it because he had made many mistakes at work.
   D The manager deducted it because he was too clumsy at work.

Language

Prepositions and Phrasal Verbs

Prepositions

- Prepositions are used to show a relationship or a connection between one word and another in a sentence.
- The three common types of prepositions are **prepositions of location or place**, **prepositions of time** and **prepositions of direction**.

Types	**Example**
Prepositions of location	inside, outside, near, opposite, between, across 1) The pen is **inside** the box. 2) My house is **near** the Mosque.
Prepositions of time	during, after, until, before 1) I fell ill **during** the holidays. 2) I waited **until** the rain stopped.
Prepositions of direction	through, towards 1) She walked **towards** the old man. 2) We drove **through** the tunnel.

Exercise 1

*Fill in each blank with the correct **Prepositions**.*

1. Frank started working ________________ his law firm ________________ 1995.
2. The hills here are covered ________________ wildflowers ________________ early spring.
3. We met ________________ the restaurant ________________ 6:30 am and stayed 10:30 pm.
4. As Samantha was getting out ________________ the swimming pool, she slipped and fell back ________________ the pool.
5. The post office is just ________________ the street ________________ the left ________________ the hospital.
6. My car keys were ________________ the desk, but I couldn't see them because they were ________________ a magazine.
7. When I went to buy the concert tickets, there was nobody ________________ the ticket counter.
8. The spider crawled slowly ________________ the banister.
9. My aunt is very fond ________________ my niece.
10. They are shocked ________________ hearing the unfortunate news.
11. My dress is different ________________ hers.
12. You can buy stamps ________________ the post office ________________ Ipoh Road.
13. The students are learning ________________ the first World War in their history class at school.
14. The children climbed ________________ the mountain ________________ fear.
15. Bob is ill ________________ a bad cough.

Phrasal Verbs

A phrasal verb is a phrase which combines a verb and a preposition or an adverb.

drink **(verb)**	+	up **(preposition)**	=	drink up **(phrasal verb)**
take **(verb)**	+	away **(adverb)**	=	take away **(phrasal verb)**

Examples:

1) The girl told her sister to **drink up** the water.
2) The teacher wants her students to **take away** the dog.

- The position of the object depends on whether the phrasal verb is transitive or intransitive.

- An intransitive phrasal verb cannot be followed by any object

  Examples:

  1) She knocked at the door and he **woke up**.
  2) John **backed away** when the thief reached for a knife.

- A transitive phrasal verb must be followed by *an object*.

  Examples:

  1) William quickly **filled up** *the registration form*.
  2) I **put on** a *jacket* before going to school.

- There are three types of transitive phrasal verbs:

  a) transitive phrasal verbs that cannot be separated (nonseparated)

  Correct : Betty **came across** an old enchanted treasure box.

  *Incorrect: Betty **came** an old enchanted treasure box **across**.*

  b) transitive phrasal verbs that can be separated (optional separation)

  Correct : John **turned off** the radio.

  Correct : John **turned** the radio **off**.

  c) transitive phrasal verbs that must be separated (compulsory separation) – when the object is represented by a pronoun.

  Correct : The fence will **keep out** the wild dogs.

  Correct : The fence will **keep** the wild dogs **out**.

  Correct : The fence will **keep** them (the wild dogs) **out**.

  *Incorrect : The fence will **keep out** them (the wild dogs).*

Exercise 2

*Fill in the blanks with the correct **Phrasal Verbs**.*

1. It is always better to tell the truth. Lies have a nasty habit of __________ with you.
2. Peter hates ______________ in the morning. Luckily, he works in the evening.
3. When Jane ______________ of money on holiday, her parents had to send her some.
4. I have ________________ with a good idea for our final project. Can we discuss it tomorrow?
5. My parents were so disappointed when I ______________ of college.
6. I thought we were going to win the tournament! I was _____________ when we lost in the final.
7. Try to be nice to your sister; she is ______________ a hard time now.
8. I ______________ in a big city, so ______________ live in the countryside was quite a shock!
9. The couple next door has _____________ because the husband spent all his time out with friends.
10. I am impressed you have _______________ so much of your English by surfing the Internet.
11. They are ______________ the problem.
12. I really enjoy my college life because I _____________ very well with all my friends.
13. I have just ______________ the match has been cancelled.
14. He suddenly ______________ for the meeting.
15. I ______________ the number ______________ in the phone book.

Writing

You saw the following advertisement on your school notice board. You are interested in applying for the position advertised. Write an application letter in not more than 100 words.

WANTED URGENTLY!

A part-time cashier needed during the school holidays to manage the counter at a cyber café. Must be honest, punctual and computer literate.

white in if you are interested to:

The Manager
Titanium Cyber Café
32 Jalan Bendera
46000 Petaling Jaya

Tel: 03-7783 8383
email: titanium@fastmail.com.my

WRITING TIPS

You may use the following format and guidelines to help you write your application letter.

Sender's address

Recipient's designation
& address DATE

Dear Sir/Madam,

Subject

Reference to the position applied for

2. Qualifications, skills and language abilities
3. Co-curricular participation and work experiences (if any)
4. Reference to attachments: passport-sized photograph, copies of relevant certificates and curriculum vitae (if applicable)
5. Polite request to be considered for the position

Thank you.

Yours faithfully,
Signature
Name

Summary

Read the passage on pages 190-191 again and write a summary on ***what happened to the writer on the day he replaced his friend as a waiter.***

Your summary must:

- **not be more than 60 words**.
- be in **continuous writing** (prose).
- be written in **one** paragraph.

Use your own words as far as possible without changing the original meaning.

Sound System

/ʒ/ sound

/**ʒ**/
le**is**ure
mea**s**ure
plea**s**ure
deci**s**ion
explo**s**ion
televi**s**ion
bei**ge**
camoufla**ge**
gara**ge**
massa**ge**

A Listen to your teacher pronounce these words. Repeat them after your teacher.

B Can you pick out the words with the /ʒ/ sound in the sentences below?

1. The explosion came from behind the shrubs.
2. He dashed across the garden in the direction of some rubbish bins.
3. The garage has a hole measuring four by four.
4. He peeped through the hole cautiously, and there was a shriek.
5. Just like television, he thought.

Intonation: Responding to Requests / Questions

When we are asked to do something, we can answer in one of the following ways.

1. Yes, I can / will / am.
2. No, I can't / won't / am not.
3. Well, I may / might (be).

The **first two** ways must be said with a **falling tone at the end**.

Yes, I can.	No, I can't.
Yes, I will.	No, I won't.
Yes, I am.	No, I am not.

If we are **not sure**, we use the **third way** of answering. We must then use a **rising tone** at the end to show we are not sure.

Well, I may.	Well, I may be.
Well, I might.	Well, I might be

A Practise saying these answers to each other.

B Respond to the following questions correctly.

1. Can you lend me two dollars?
2. Will you visit me tomorrow?
3. Are you going on holiday next month?
4. Are you buying a bicycle?
5. Can you help me with my homework?
6. Will you sweep the floor?
7. Can you go to the headmaster's office?
8. Are you going to join the Scouts movement?
9. Will you buy the book?
10. Will you take this kitten home?

Enrichment

Prepositions : Phrasal Verbs

Below are some useful phrasal verbs related to the topics.

Topic	Phrasal Verbs
A Night Out	go out / stay out / stay in / drink up / get back
An Oil Spill	clean up / wash up / end up / look into / pour out
Annoying People	wind up / fob off / talk down to / go on / cheese off
Anxiety	work up / smooth over / wind up / burst out / stress out
Arguing	take back / back down / spout out / come out with
Argument	lash out / bottle up / barge in / flare up / fall out
Assessing	measure up / go over / mark down / get through / look over
At the Beach	lie down / soak up / put on / wash off / eye up
Babies	look after / grow up / bring up / get on
Being Cold	ice up / huddle together / turn up / freeze over / thaw out
Bicycles	pump up / go down / get on / lock up / fall off
Buying Food	queue up / go off / sell out / run out of / buy in
Buying a Flat	see round / put down / do up / put in /move in
Cars	turn off / pull over / pull up / fill up / pump up
Categorising	pick out / sort out / line up / size up / sift through
Changing Mood	calm down / chill out / wind up / fire up / warm to
Changing Times	put off / bring forward / put back / slow down / speed up
Children	look after / dress up / tell off / bring up / grow up
Children Playing	run around / colour in / make up / chase after / fall over
Christmas Shopping	shop around / wrap up / think of / snap up / sell out
Cleaning	sweep up / tidy up / throw away / wash up / wipe up
Clothes	wrap up / turn up / hang up / zip up / hang out
Clothes	put on / take off / do up / wear out / dress up
Competition	go in for / fall behind / catch up (with) / keep up (with) / drop out

Connections	tie in with / club together / gang up / go along with / grow apart
Continuing	carry on / hurry on / play on / keep on / stay on
Cooking	chop up / dish up / turn up / boil over / stir in
Numbers	come to / add up / round up / average out / take away
Packing	lay out / zip up / fold up / roll up / take up
Parking	pull in / block in / pull away / back up / get in
Peace	step back / thrash out / call on / call off / cry out for
Persuading	push into / put forward / urge on / give in / give up
Problems	weigh on / weigh up / work through / get over / wrestle with
Production	run off / knock up / put together
Propaganda	take in / see through / play down / lump together / fob off
Radio	tune in / call in / sound off / sing along / listen in
Reading	read out / flick through / read over / read up / pick up
Referring to the future (ahead)	lie ahead / plan ahead / send ahead / look ahead / think ahead
Relationships 1	fall out / make up / back someone up / chat up
Relationships 2	fall out with / fall for / take to / let down / count on
Relationships 3	chat up / ask out / go out with / cheat on / stand up
Relaxing	kick back / chill out / wind down / drift off / sit back
Reluctance	drag out / wriggle out of / back out / chicken out / clam up
Responsibility	rest with / fall on / answer for / rely on / let down
Rubbish	screw up / throw out / tear up / get rid of
Rushing	hurry up / throw on / dash off / run around
School	keep up / catch on / let off / work out / speak up
Searching	sniff out / hunt down / find out / look up / look for
Sickness	take off / go down with / get over / wait on / strike down
Sleeping	turn in / sleep off / make up / nod off / wake up
Sleeping and waking	drop off / crash out / doze off / come to / wake up / get up
Speaking	clam up / blurt out / shut up / speak up / cut off
Sport	warm up / go for / come on / kick off / play off

Word List

1. accommodation	tempat tinggal	住宿
2. chaotic	huru-hara	混乱的
3. deducted	dipotong	扣除
4. desperate	terdesak	极度渴望的
5. ecstatic	sangat gembira	狂喜的
6. fussy	cerewet	挑剔
7. gritted	mencekalkan hati	咬紧牙关
8. patronize	pelangan/melanggani	光顾
9. probation	tempoh percubaan	试用期
10. profusely	deras/teramat banyak	丰富的
11. promptly	menepati masa	准时的
12. punctuality	ketepatan	准时
13. salary	gaji	工资
14. shoved	menolak	推挤
15. standstill	terhenti	停顿

Unit 12

Review



Speaking

Read the dialogues below and then identify the correct functions with the expressions provided.

Dialogue 1

Sally : I dropped a spoon while having dinner. 1) **I don't know if it's true** but my best friend told me that when a spoon drops, it indicates that a female guest is coming.

Chin Peng : 2) **Really?**

1) **I don't know if it's true**
   a) Expressing dislike.
   b) Providing specific information.
   c) Expressing doubt.
   d) Giving an opinion.

2) **Really?**
   a) Expressing disagreement.
   b) Expressing surprise.
   c) Asking for specific information.
   d) Making an inference.

Dialogue 2

Julie : 3) **My brother and grandfather are so alike.**

See Hui : 4) **I'm not convinced.**

Julie : Why?

See Hui : 5) **Well, your brother is so tall while your grandfather is quite short.**

Julie : Yes, but they have the same features. I wish I were taller. 6) **Unlike my brother, I'm so short.**

3) **My brother and grandfather are so alike.**
   a) Expressing doubt
   b) Expressing dislike
   c) Making a comparison
   d) Making an inference

4) **<u>I'm not convinced.</u>**

a) Expressing doubt
b) Providing specific information
c) Expressing agreement
d) Giving an opinion

5) **<u>Well, your brother is so tall while your grandfather is quite short.</u>**

a) Expressing disagreement
b) Expressing dissatisfaction
c) Asking for specific information
d) Making a contrast

6) **<u>Unlike my brother, I'm so short.</u>**

a) Expressing surprise
b) Expressing dissatisfaction
c) Asking for specific information
d) Making a contrast

Language

Exercise 5

*Fill in the blanks with the **Present Perfect Continuous** or the **Past Perfect Continuous Tense**.*

1. The police ______________________ (look) for the criminal for two years before they caught him.

2. She ______________________ (talk) on the phone for more than two hours.

3. When Judy got home, her hair was still wet because she ______________________ (swim).

4. He rescued the boy from the river. Since that time, everyone ______________ (call) him 'superman'.

5. Jane ______________________ (nag) at her son since this morning.

6. When I entered the room, my brother ______________________ (watch) television since this morning.

7. Her eyes were red because she ______________________ (cry) for an hour.

8. Eric finally came at five o'clock. I ______________________ (wait) for him since two-thirty in the afternoon.

9. We ______________________ (see) each other for two months.

10. My ex-classmate ______________________ (write) to me after we graduated from high school.

Exercise 2

*Fill in the blanks with suitable **Modal Verbs**.*

1. All candidates ______________________________ take an entrance exam.
2. I ______________________________ go now. I have a class in five minutes.
3. ______________________________ you mind if I use the phone?
4. When I was young, I ______________________________ swim, but now, I can't.
5. John was not in school today. He ______________________________ be sick.
6. When ______________________________ we go to Singapore?
7. Our teacher said we ______________________________ not leave the room.
8. I wish I ______________________________ speak French as well as she can.
9. You don't look fit. You ______________________________ do more exercise.
10. How many times a day ______________________________ we brush our teeth?

Exercise 3

*Fill in the blanks using **'although'**, **'while'**, **'yet'**, **'and'**, **'but'**, **'so'**, or, **'neither... nor'**, or **'either...or'**. Use each expression only once.*

Abdul Hamid was born blind. This handicapped him physically (1) _______________ not mentally. He did not feel sorry for himself (2) _______________ he could not see like normal people. (3) _______________ he was growing up, he learned to do things for himself (4) _______________ depended less and less on others. It was difficult at first, (5) _______________ he managed. (6) _______________ he (7) _______________ his family knew what the future had in store for him, (8) _______________ they lived from day to day. As he was bright, he could (9) _______________ go to university (10) _______________ take up employment. He decided to further his studies and graduated with an honours degree. Can you tell whether it was his determination (11) _______________ luck that brought him success?

Exercise 4

Fill in the blanks with the correct tense form of the verbs in brackets.

1. If this wall collapsed, many people ________________ (be) hurt.
2. If you speak more slowly, everybody ________________ (understand) you.
3. She ________________ (get) the prize if she had done a good job.
4. They ________________ (come) if you invite them.
5. If I were a singer, I ________________ (sing) for peace in the world.
6. If you had left earlier, you ________________ (not miss) the train.
7. If the test had been easier, I ________________ (have) full marks.
8. You ________________ (not learn) much if you don't work harder.
9. If she had been tall enough, she ________________ (recruit).
10. If she were you, she ________________ (make) this decision.

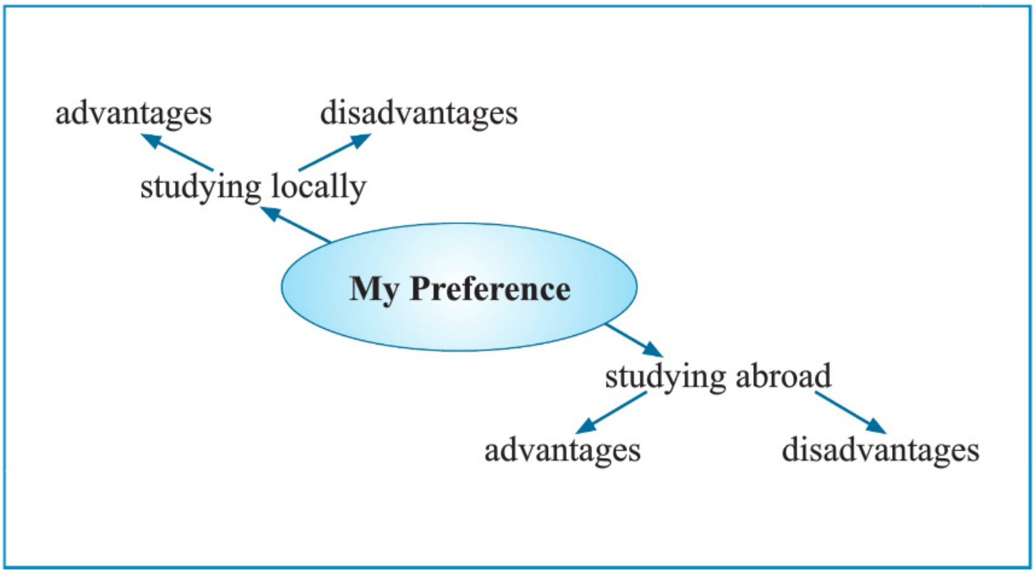
Writing

A *On a piece of paper, write eight sentences about yourself. Four should be true and four should be false. You may choose from any of the topics below.*

your family
your personality
your hobbies
a problem you have
your favourite kinds of movies
your favourite kinds of songs
your favourite singer
your ambition
your favourite place
your favourite festival
your best friend

B *Once you have written the sentences, give the paper to your partner. Can he or she tell which sentences are true and which are false?*

C *Given a choice, would you prefer to study locally or abroad? Why? First, think about the advantages and disadvantages of both and then you may use the following mind map to generate your ideas.*



D *Using the points you have listed above, write a composition in not less than 120 words on your preference.*

WRITING TIPS

You may organise your essay as follows:

Introduction	Which is your preference – studying locally or overseas?
Body	First advantage of studying locally or overseas Second advantage of studying locally or overseas Third advantage of studying locally or overseas
Conclusion	Summarise your advantages and restate your preference